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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editor, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.

SAMUEL P. ROBBINS Bayside High School

Those who have enjoyed reading Margaret Mead's Growing Up in New Guinea will recall the speed with which Manus children were given essential skills in this fishing community.

"Understanding canoe and sea come just a little later than the understanding of house and fire, which form part of the child's environment from birth. A child's knowledge of a canoe is considered adequate if he can balance himself, feet planted on the two narrow rims. and bunt the canoe with accuracy, paddle well enough to steer through a mild gale, run the canoe accurately under a house without jamming the outrigger, extricate a canoe from a flotilla of canoes crowded closely about a house platform or the edge of an inlet, and bail out a canoe by a deft backward and forward movement which dibs the bow and stern alternately. . . Understanding of the sea includes swimming, diving, swimming under water, and a knowledge of how to get water out of the nose and throat. . . [All] children between five and six have mastered these. . ." (Emphasis mine—S. R.)

We may well ask why learning is so efficient in this primitive society and why, in our own culture, things we want young people to know "just don't get across." We get part of our answer by an analysis of some of the elements of learning involved in the teaching of the Manus child:

- 1. The child manipulates actual materials.
- 2. The child is intensely motivated by constant demonstration of the usefulness and importance of the learnings.
- 3. Training is adjusted to the child's stage of development.
- 4. Parental love, concern, devotion, etc., are inextricably woven into the fabric of the teaching.

We can speak of many aspects of this situation as "face-to-face" communication between teacher and learner. We may distinguish this from "verbal" communication—the use of spoken and written symbols, especially written symbols separated from the actuality they symbolize.

From the viewpoint of mass communications—the main way in which past "know-how" has been transmitted to most of the young—we may distinguish three stages in the world's history:

- 1. Face-to-face communication
- 2. Verbal communication
- 3. Modern audio-visual communication.

For most teachers, the second stage, involving "the book," has always been of immense importance—and with good reason. Gutenberg's printing press made possible the use of written language—that wonderful instrument emerging out of the Egyptian hieroglyphic and perfected into the Phoenician-Greek phonetic alphabet—to spread mass literacy all over the world. The peoples of the world have been knit together in a way not possible under the old tribal life. The triumph of verbal communication over the earlier face-to-face communication has amounted to a "communications revolution." The great structure of modern knowledge, the complexity of modern world organization, the possibilities of vastly increased experiential living for the average human being—these and more have been tributes to this vast transformation.

Yet some things were lost in this revolution. Socrates, at the dawn of the history, sensed this when he wrote at one point of a "conversation" between the Egyptian god Thoth, inventor of letters, and the god Amon. The latter is quoted as remarking to the former: "The specific you have discovered is not an aid to memory but to reminiscence, and you give your disciples not truth but only the semblance of truth; they will be hearers of many things and they will have learned nothing; they will appear to be omniscient and will generally know nothing." Socrates went on to say of written symbols, "You would imagine they had intelligence, but if you want to know anything and put a question to them, the speaker always gives one unvarying answer." Socrates felt there

must be found some better kind of word or speech. "I mean an intelligent word graven in the soul of the learner which can defend itself, and knows when to speak and when to be silent."

Written language can be such a precise, delicate tool that we often wrongly attribute to it the power to encompass all human experience. Typically, we ascribe magical powers to the average school textbook, as if it were the gateway to all the experiences a child should have instead of a substitute for actual experience! When a teacher talks about "the reading problem," a college professor explores "problems of semantics," or a psychologist warns of the "dangers of reification," some of the inherent difficulties in verbal communication manifest themselves.

We vaguely appreciate that for primitive man, communication was not only by speech but by dance, song, gesture, signs. We attempt to recognize this in modern terms when we say that the "language arts" are only one complex among "the communication arts"; yet we pay lip service to this thesis, because most of our curriculum is book-centered, or verbally oriented.

CURRENT COMMUNICATIONS REVOLUTION. We must now recognize a second communications revolution, a swift transformation involving television, film, radio, and similar audio-visual media. In the war for access to the mind of man, the war of mass communications, the audio-visual media are swiftly outflanking the printed page. They are succeeding in this because they have many of the advantages of the older face-to-face communication. Beyond this, they carry with them the possibility of promoting a more tightly knit world than was ever possible with the printed word.

It is a realization of this, conscious or subconscious, that moves many of the "audio-visual people" in our schools today. It is undoubtedly what is providing much of the impetus behind the current educational television movement. Significantly, a Ford Foundation executive much in sympathy with the latter movement, was moved to say in a recent address:

"One of the chief ways by which the individual may learn to possess himself by embracing all other men may prove to be educational television. . . [It] challenges

each finger, each neck, each stomach, each elbow to reflect on its relationship to the entire body and to learn how to express itself to the other members and to the whole. Educational television can be the eyes and ears of the community looking at its various parts and learning how to be a whole." (R. J. Blakely, Commencement Address, Roosevelt College, Feb. 2, 1953.)

Harold D. Lasswell, famous Yale University sociologist, effectively summed up large aspects of the situation as follows:

"It is not too much to say that audio-visual media of instruction make it possible for the first time to educate for citizenship in the world community. By themselves, words are poor substitutes for direct observation of the social process. Audio-visual media open the door of experience on the globe as a whole and upon all of human bistory. The potentialities are so far but poorly realized in practice."

Interestingly enough, the second communications revolution is striking some countries earlier than the first! Professor Edgar Dale, of Ohio University, who has been close to the situation, reported recently: "To a degree that may be surprising to many in the United States, there has been a striking development abroad in the use of mass media and audio-visual materials. Due to UNESCO, to the United States Information Service, to active promotion by the governments themselves, the world is learning how to use new methods of communication. The capacity to absorb ideas through films, radio, and television is running ahead of the ability to get these ideas through reading."

Pragmatic educational research, carried on at least since 1918, has established beyond a doubt that audio-visual media are superior to the printed page for teaching.* This research has repeatedly shown that pupils taught by audio-visual means learn more and retain what they learn much longer than they do with textbook teaching. Young as television is, enough research has already piled

of film is equally true of television.* Not only advertisers but teachers too are interested to learn, for instance, that 100% of a TV audience remembered the name of the sponsor while this was true of only 72% of a radio audience which had been listening to the same program!

EDUCATIONAL ISOLATIONISM. Teachers and school officials have been slow to recognize the implications of this second communications revolution. If this were to continue, we might well find the schools isolated islands of ineffectuality, whispering to their children while the world outside thundered! Let us make no mistake about it—a dictator, if he came to America, would seize control of these new communications media as fast as he could. He would spend billions on them and on their maintenance and expansion, perhaps even as school officials were worrying about the "cost" of these new weapons of communication.

Some forward-looking educators have seen the situation for what it is, and have exerted their influence. A report of the American Council on Education declared: "Our present curriculum is built on a verbal structure. [The audio-visual medium] provides a new kind of experience which combines the pictorial and the verbal. Potentially, it is the most revolutionary instrument introduced into education in our day and generation. Out of it there can arise a new and tremendously effective curriculum."

It behooves our school system to turn square upon the problem and solve it. The worship of "the book" must end and the situation must be seen for what it is and boldly tackled! The rewards will be great if this is done; the dangers will be great if it is not done.

Many teachers have been uneasily aware of the problem in their classroom work but have not taken steps, or have been unable to take steps, to solve it. The problem is certainly very much with a teacher when he finds himself taking away a comic book from a youngster who has been attempting to read it behind another

^{*} Hoban, Jr., Charles F., and Van Ormer, Edward B., Instructional Film Research, 1918-1950.

^{*} Finn, James D., "Television and Education: A Review of Research," in Audio-Visual Communications Review, Spring, 1953.

book. The problem is with the teacher when he hears a youngster deliver some firm pronunciamento on a complicated world problem and is told when he asks for documentation, "A commentator said it last night on TV." The problem is with the teacher when said it last night on TV." The problem is a test at the end of he reads the essay paper of a slow learner in a test at the end of a unit and finds that most of the few statements that have some a unit and finds that most of the one movie shown in class during "solid meat" in them relate to the one movie shown in class during the unit.

CAUSES OF INACTION. Why has there been little or no attack on the problem so far? There are several reasons, all of them invalid. Some of these reasons are analyzed below.

School boards and superintendents have worried about the "cost." They "compare" a \$50 motion picture print with a \$3 textbook. Yet that motion picture print can be projected to hundreds of thousands of pupils if distribution and projection facilities are adequately organized. With such mass organization, the cost per pupil per showing could be less than the cost per pupil per book page, with more effective teaching.

Some aver that it "involves too much complicated machinery." But the same thing could be said for the school's heating or lighting equipment. If maintenance of certain machinery is important, then the social organization for such maintenance must be provided. This does not mean that teachers should operate the equipment. School administrators must accept the responsibility for providing a servicing organization to lift these "impedimenta" from teachers.

Some teachers secretly feel that a "mechanized teacher" would be created which would deprive them of thir jobs. Audio-visual media can no more replace the teacher than the textbook can. As a matter of fact, audio-visual media make more real teaching necessary because they confront the pupil with more of life's actuality and demand more integrative thinking of him than the textbook ever did.

Some teachers have a secret contempt for any non-literary media. They compare a passage from Shakespeare with a ton of tripe at the local movie house. Yet artistic genius can operate as

brilliantly in these new media as it can in the verbal media. If you speak to me of Shakespeare or Whitman or Hemingway, I speak to you of Flaherty, Van Dyke, Weston, McLaren, Grierson. In fact, audio-visual media allow more range for artistic genius to express itself than was ever possible with verbal media because they provide more "channels" through which the human soul can express itself. We can involve once more, as primitive man did, the whole gamut of expression—not only speech, but dance, gesture, song, movement in general, and ordered arrangement of visual elements. Notice how quickly, for instance, television sucked "modern dance" away from its esoteric moorings into the nation's floodlights. If our youngsters are to be taught "appreciation," why not appreciation of all forms of artistic expression in all their combinations!

Librarians, in and out of our schools, have looked troubledly at these new media. To them, a library is a repository of human knowledge—where do these newer expressions "fit in"? Librarians are very much aware of the problem and have done some vigorous thinking about it at their conventions and in their literature. (See, for instance, "The Information Film," by Gloria Waldron.) The fact that "film libraries," "tape libraries," "kinescope libraries," and similar collections are swiftly growing all over the country, some under the aegis of public (book!) libraries, many outside their jurisdiction, must force librarians to reconsider the problem more and more.

Some teachers feel that the average film or radio broadcast or TV broadcast presents a set of learnings which are too "disorganized." But modern educational research, out of which the "new program" in our schools has grown, has repeatedly shown that mere logical organization of subject matter does not ensure learning. Perhaps an illustration might highlight the point here. Suppose we desire to teach a young person about the nature of modern economic organization. Suppose we approached it in any one of three ways: (1) an economics textbook; (2) an actual visit to a large industrial plant; (3) a movie of the operations of such a plant. Clearly the pupil would learn most by the visit, even though the learnings were "disorganized." The teacher would have to help the pupil organize his reactions to the experience. An approach to

the reality of such a visit is achieved with the film. The textbook could help some pupils integrate this experience further in their minds.

A last objection worthy of consideration is the statement of many that "nothing is ever going to eliminate the good old textbook." But elimination is not involved. What is important is a clear evaluation of the strengths of verbal communication and the strengths of audio-visual communication, and an application of the results of such an analysis to a methodology that will show when to use a textbook and when to use a film or a TV broadcast or a tape recording or a kinescope or something else.

CALL TO PLANNERS. Said the New York Times recently, "Television has come out of the barroom into the home. Now, as it enters the schools and colleges, let us make no small plans."* The writer of this was reacting, as many increasingly are, to a major social development through which we are living. A second communications revolution, involving audio-visual media, is transforming the agencies through which the average human being gets his ideas, attitudes, loyalties, competencies. These agencies, by their nature, are more powerful in their effects on a world scale than any in human history. Their swift crystallization into modern life's warp and woof presents teachers and school officials with the obligation to think out the vast social and educational implications involved. "Let us make no small plans."

THAT'S MY POP

It was the little girl's first day in school. "What is your father's name?" asked the teacher.

"Daddy," replied the little girl .

"Yes, I know, but what does your mother call him?"

"She doesn't call him anything. She likes him."

-Contributed by IRMA SCHWEIKART

A Survey of Pupil Interest in Literature

FRED J. BROCKMANN **Curtis High School**

What do the pupils of today want to read? Certainly, there has been a great deal of controversy over the literary content of our present-day English syllabus. Classics, belle-lettres, and Modern literature have all been alternately commended and condemned by opposing viewpoints within the profession. In an effort to get the pupils' viewpoint, the English Department last June conducted a simple, school-wide survey of student interest in literature studied at Curtis High School.

Forty-four books were grouped according to the grades in which they were studied and the pupils were asked to classify each book as being satisfactory (meaning "worth-while" to them) or unsatisfactory for any reason. The pupils were permitted to express doubtfulness by checking a neutral column, or if for some reason they had no knowledge of the book, they were not required to answer at all. The pupils voted on all books up to and including the term they were in at the time of the poll.

PREFERENCE FOR THE NOVEL. Each term was assigned a figure representing the total possible vote for that term, which was the total registration figure for all terms leading up to that term minus ten percent. This deduction was made to compensate for absentees, non-voters, transferred students, and others who did not take part in the survey. The results were tabulated and transposed into a percentage figure in order to produce a relative basis. A final question was added to permit a check on the indicated trends. It was as follows: "Check the form of literature you have enjoyed most." The respondents were permitted to indicate one or more of the literary forms listed.

The replies made to this last question correlated very closely to the evaluative choice made by the pupils on the book list. The novel received 709 votes on this last question, leading all other forms by a large margin. Of the fourteen novels on the list of fortyfour books, nine appeared as term leaders (those books which had polled the highest percentage of total vote) and eight appeared on

[•] Quoted by Robert Siepmann in "Television and Education in the U. S."

LOW STANDING OF ANTHOLOGIES. The term leaders were those books which received the highest total vote, favorable unfavorable, or neutral. Since many books received very few votes, this ranking was initiated on the idea that a reaction of some kind is better than no reaction at all; even a negative reaction may be indicative of a book's impact and power. The term leaders were almost all works of length and unity. Apparently biographies, plays, and novels made the greatest impression on the pupils, probably because they were studied over a relatively long period of time and were constantly referred to by name by both teacher and pupil. Stevenson's Treasure Island, ranking first, and Sandburg's Abe Lincoln Grows Up, ranking second, for example, received far more votes in their first term category than did Ross and Thompson's Adventures in Reading or Hohn's Stories in Verse. The titles of the last two, as anthologies, on the other hand, probably were replaced by the students' mental label of "my English book." This may be an important factor in these books' being ranked low, since the students' recollection of this type of book is vague.

This, of course, does not negate the positive influence of such anthologies or collections, but it does point up the unit concept which maintains that total, unified study efforts with a precise beginning and a definite ending do make a more lasting "conscious" impression on the pupil. It may also be indicative of the need for a new approach toward the use of anthologies in an effort to produce a fuller realization of their constructive value. Certainly, though, as studied now, these books are subtly influential in developing pupils' attitudes and opinions. Moreover, collective works do contain much which is part of the pupils' cultural heritage and consequently deserve a place in the pupils' conscious recollection of that heritage. Essays, short stories, and poems deserve much more than the title "some thing in 'my English book."

In only one class did collective works of this type lead their associates. Curtis High School pupils named Herzberg's Myths and Their Meanings and Barrie's Representative Plays as second term leaders. These two books both have a central theme, however, and

PUPIL INTEREST IN LITERATURE

are not completely varied in content of form and author as are other anthologies which were ranked lower than more unitary forms. Furthermore, in this term Christ's *Homer's Odyssey* was a close third, upholding the trend of pupil preference toward more unified forms.

In other terms, however, this trend was even more explicit. Forbes' Johnny Tremaine led the third term by a wide margin as did Rawlings' The Yearling, closely followed by Shakespeare's Julius Caesar, in the fourth term. Dickens' Tale of Two Cities upheld its classification as one of the most satisfactory novels for intensive study by polling the highest percentage of possible votes of all forty-four books, with ninety percent response making it a fifth term leader. Shakespeare's Romeo and Juliet and Rolvaag's Giants in the Earth led the sixth term, and the bard's Macheth along with Lewis' Arrowsmith were similar leaders in the seventh term. The eighth term vote clustered three works at the top of a seven book class list, placing Hardy's Return of the Native first, followed closely by Wharton's Ethan Frome and Shakespeare's Hamlet.

THE TOP TEN. This preference for unified works was firmly substantiated by the rankings in Curtis' Top Ten, a listing of those books which received the highest percentage of positive or satisfactory votes out of the total possible vote. This grading, based completely on the positive vote, placed The Yearling first. Seventy-seven percent of the total possible vote for this book was favorable! Shakespeare's plays Romeo and Juliet and Macbeth ranked number two and three respectively, while novels filled out the remaining positions in this order: Johnny Tremaine, Return of the Native, Tale of Two Cities, Ethan Frome, Giants in the Earth, Arrowsmith and Treasure Island.

SHAKESPEARE SUPPORTED. This survey, revealing Shake-speare's plays as term leaders in three of the six terms in which they were studied and ranking Shakespeare's plays as number two and three on Curtis' Top Ten, explodes one of the traditional legends voiced by classroom theoreticians. Pupils universally dislike Shakespeare, they say, just as pupils universally dislike school.

Both ideas are part of the mythology surrounding pupils' supposed attitudes toward school. Both ideas, of course, are absurdly wrong. As You Like It and Twelfth Night were the only two wrong. As You Like It and Twelfth Night were the only two wrongs studied which did not receive an overwhelming. Shakespeare plays studied which did not receive an overwhelming ly greater number of positive votes than negative or doubtful votes out of the total votes cast. These two light yet difficult plays, out of the total votes cast. These two light yet difficult plays, studied by the second and third terms, however, did receive a posistudied by the second and third terms, however, did receive a posistive vote which equalled the combined negative and doubtful vote! So, Shakespeare, given his worst rating at Curtis High School, still So, Shakespeare, given his worst rating at Curtis High School, still broke even—not bad for a classic author whom some "modernists" are ready to discard as unpopular and therefore unnecessary to present-day youth.

ONE FACTOR AMONG MANY. There are, of course, many other factors to be considered before any books are chosen for today's high school English course. The teacher, the community, the school, and most important, the pupils are all to be regarded as determining factors. Surveys such as the one described above, simple and on a small, single-school scale, permit concrete information to be obtained about the last factor, the pupils and their preferences.



MR. SHAKESPEARE ON THE SCHOOL PUNDIT

There are a sort of men whose visages

Do cream and mantle like a standing pond
And do a wilful stillness entertain,

With purpose to be dress'd in an opinion
Of wisdom, gravity, profound conceit,
As who should say, "I am Sir Oracle,
And when I ope my lips let no dog bark!"

Merchant of Venice, Li.

An Exploratory Study of Children's Reactions to Parents' Visits to School

BELLE SCHILLER Junior High School 64, Manhattan

That home-school cooperation, particularly in the guidance of children towards more positive and more desirable personal and academic adjustment, is indispensable, is now so axiomatic as to be rarely questioned. Thus, in dealing with children who manifest problems in their relations with other pupils or with teachers or whose work is not up to expectations, sending for the parents is an almost universal expedient. Nevertheless, to the best of the writer's knowledge, no evaluation has been made of this practice in terms of children's understanding and opinion of it, despite the fact that it is they who are most directly and most vitally concerned.

In an attempt to ascertain children's reactions to having their parents sent for by teachers, a questionnaire was constructed and administered to 40 boys and 38 girls in the Henry P. O'Neill Junior High School.

THE QUESTIONNAIRE. Studies based on questionnaires or self-report tests have serious limitations. No two individuals interpret items in the same way. There is always the factor of the subject's desire to place himself in a favorable light. Some subjects are incapable of the required amount and quality of introspection. Some have difficulty in expressing their reactions. Distortions or lapses of memory may affect the accuracy of a reply. Nevertheless, as Cronbach points out, "Empirical uses of self-reports are necessarily valid. The report itself is a behavior; one obtains a direct record of response to a standardized stimulus when he asks a question . . . self-report tests . . . frequently have crude validity for the mass of subjects, even when invalid in individual cases. . ." (Cronbach, Lee, Essentials of Psychological Testing.)

With these limitations in mind, the questionnaire was constructed so as to be as simple and factual as possible, to avoid any implication of value-judgments, and to embody as many aspects of the problem as children might be expected to handle effectively. That the resulting responses were genuine and spontaneous will

perhaps be demonstrated by samplings to be cited later. The questionnaire follows:

Date Grade Boy or Girl Age: Years Months . . .

- 1. Has your mother or father ever been asked to come to school to see your teacher about your work or conduct?
- 2. In what grade or grades were you at the time?
- 3. Why was your parent asked to come? (Please give exact reason.)
- 4. Were you present while your teacher talked with your parent?
- 5. What did your teacher tell your parent?
- 6. What did your parent tell your teacher?
- 7. What did you say?
- 8. What did your parents do or say when you got home?
- 9. Did your parent's visit help you in any way? If so, tell how.
- 10. Give some suggestions as to how a visit from your parent to the teacher could be of help to you in your school life.
- 11. Would you like to have your mother come to school again?
- 12. Why?
- 13. If you have any other ideas or questions in this matter, please write them down.

ADMINISTRATION OF THE QUESTIONNAIRE. The questionnaire was administered by the writer, who began by telling a story, which seemed to amuse the children, of a childhood experience which involved her mother's having been sent for on two occasions by teachers. She continued by saying that she would like to know how children today feel about having their parents sent for, that a questionnaire would be used to study this, and that no names would be required. The further explanation that they would be participating in an "experiment" seemed to add interest and

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willingness to cooperate. The children were also informed that sex, class, and age were requested so that it could be learned whether there were any differences along these lines but that this information could not identify those reporting. With the first group, there was some preliminary hesitation, but after three or four children had come up to take a questionnaire, the rest went along. Later, as the writer was able to hold up completed questionnaires to show that others had participated and that it was impossible to tell who they were, the response was quite ready. One boy was so anxious to participate that he wrote his replies in Spanish.

THE SUBJECTS. The school is situated in an underprivileged neighborhood on the East Side. The pupils are grouped relatively homogeneously with respect to IQ and reading. As might have been expected, a preliminary canvassing revealed that too small a number of pupils in the higher-ranking classes had had parents sent for to make it worth-while to work with them. That this infrequency was bona-fide and not a result of the possibly greater sophistication of the "brighter" children is borne out by their records.

Most of the 78 subjects, therefore, are pupils in adjustment classes or classes of slightly higher status as regards intelligence, reading and general academic status. Few, if any, have Pintner General Ability Intermediate Test IQ's above 100; most are in the 80's and low 90's; some are in the 60's and 70's. The reading retardation is from three to five years for most of the subjects. It was necessary in an appreciable number of cases to give help with the reading and spelling. Since, in most instances, the subjects were taken to a classroom not in use at the time and seated as far apart from each other as possible, this help could be given quite privately. The age range is from 12 years to 15 years, 5 months with an average age of 13 years, 9 months.

THE RESULTS. When a child gave two or more answers—e.g., beating and not going to movies, as punishment—both answers were tallied under the appropriate categories. The major findings follow:

1. No noticeable age and grade differences were found.

- 2. Girls reported more specifically and more fully than did boys. Also, five girls reported that their teachers had told their parents that the trouble lay in undesirable companions, while one girl's mother had made a similar remark to the teacher. Only one boy mother had made a similar remark to the teacher. Only one boy mother had made a similarly—namely, that he had been sent away, he commented similarly—namely, that he had been sent away, he guessed, because he'd been with a bad crowd. Otherwise, boys and guessed, because he'd been with a bad crowd.
- 3. In fewer than half of the cases, parents had been sent for in more than one grade. Unfortunately, no data were obtained on the question of how many times a parent had been sent for while the question of how many times a parent knows from her own exchild was in any one grade. The writer knows from her own exchild was in any one grade. The writer knows from her own experience, however, that in many instances of maladjusted children, parents may be sent for several times during the school year.
- 4. The reasons given by children as to why their parents were sent for extend over a relatively small range. There is a strong tendency either to forget or not to mention the specific incident or circumstances which led the teacher to send for the parent. Such general reasons as "Conduct," "Work," "Bad" are frequent. Offenses against the teacher—such as not listening to the teacher, arguing, answering back, "hollering" at the teacher, hitting the teacher, not getting along with the teacher—are cited in almost half of the cases. The largest single specific reason given is talking, cited by almost 25% of the pupils. Other specific reasons given include fighting, inattention, cutting, wise-cracking, lateness, truancy. Despite the passage of an interval of a year or more, resentment against the teacher is indicated in several cases. These include instances of the child's not wanting to participate in gym activities or staying too long in toilets, with the father explaining during the visit or the child presenting a note of excuse from a doctor. Several children complained that others indulging in the same behavior did not have their parents sent for. One child wrote, "I lost control at little things, like when I was right about something and had to admit the teacher was right."
 - 5. Most of the children reported having been present during the parent-teacher interview. However, sixteen reported not having been present and five reported presence during part of the inter-

view. Interestingly enough, some of those not present gave it as a recommendation later that children be present during the interview.

- 6. In reporting what teachers had told parents, the pupils were more definite than they had been in reporting the reasons for parents' visits, although twelve pupils reported that they couldn't remember or didn't know what the teacher had told the parent as might have been expected, with sixteen not present at the interview. Approximately one-third remembered favorable comments made about them by the teacher during the interview. These included, usually, some statement to the effect that the child had the ability to do better work and/or to behave. A scattering of constructive recommendations made by teachers to parents was recorded. These included: to get the child to school, to help him with his work, to check up on the child, and the like. A few negative recommendations-such as advice to the parent to avoid corporal punishment and to get the child to stop cutting classes—were also mentioned. Resentment against teachers was again manifested, in various comments: "He told his side of the story. He lied." "The teacher apologized." "He told more than there was to be told."
- 7. From the replies it is apparent that parents tend to be cooperative under such circumstances. Thus, almost half of the children reported that their parents had given some sort of promise of cooperation with the teacher. Almost as many children, however, wrote "Don't know" or "Can't remember" for this question. Among the types of cooperation mentioned were these: the parent would make the child improve; the parent would "straighten out" the child; there would be a change; it wouldn't happen again. More specific constructive steps mentioned by pupils as stated by their parents during the interview were to the effect that the parent would make the child study, would talk to the child and explain, and would get the child up early enough to avoid lateness. Eight parents are reported as telling the teacher that the child would be punished, but the only specific punishment mentioned is that the girl would be put in a home. Eleven children reported their parents as telling the teacher that they were surprised, unable to understand, or not having trouble with the child at home. A few in-

- 8. The largest single category of responses to the question of what the child had said during the parent-teacher interview consisted of a generalized promise to improve, mentioned in almost half the cases. There were thirteen instances of "Don't remember" or "Said nothing." A few more specific promises of amendment appear in such statements as "It won't happen again"; "I would do homework"; "I will not chew gum in school." Single instances of each of the following were reported: "felt ashamed"; "laughed to myself"; "I try to do the work"; "I wanted to get out of the class": "I got blamed for things I didn't do"; "Teacher picks on me"; "I'm not the only one to start trouble"; "I didn't mean to talk but I saw friends talking."
- 9. Memories of what the parent had said or done when the child returned home on the day of the visit appeared to be vivid and, for the most part, specific. The largest category of action taken by the parent consisted of various forms of reasoning and exhortation. Among the twenty such responses were the following: "She talked to me and made it look silly." "She explained how foolish I was acting fresh and said I could go farther if I was good." "She was very lenient with me and asked me to behave in the future." "She tells me to be good before going to school." "She told me to try to get along with the teachers." "She told me to try much harder and to respect my teachers at all times, even if they are wrong at times." Fourteen children reported various kinds of corporal punishment, while an additional three reported that corporal punishment would follow if the parent were sent for again. An additional five children stated they had been punished, but did not specify the nature of the punishment. Deprivation constituted a large category of punishment. Seven reported not being permitted to "go down to the street or to play"—in two cases, for a month. Cuts in allowance were mentioned by two pupils. Two mentioned the taking away of privileges, but did not specify what these were. One boy mentioned

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that his mother wouldn't talk with him. Threats of various kinds were mentioned by ten children. These included threats of a beating, of telling father, of not permitting the child to go to the country, of sending the child "away" or to a home. Some interesting responses include: "My mother was very nervous. She started to cry. She cried in school." "She got the ironing cord and got to work on me." "She gave me a beating. I'm glad she did. When my father came home, he talked to me and it did me good." "She doesn't want to be bothered with school any more because she's going to

10. In response to the question on whether the parent's visit had helped, forty-nine answered that it had and nine that it had not. Other responses to this question included: "for a little while"; "not much"; "a little"; "in a way." One girl wrote, "I started to do my work and also tried to be good in school, but I guess it didn't last long—she had to come three weeks later again." One child wrote, "Not much. I still had bad self-control." Another replied, "It didn't. After a week, the teacher would pick on me again."

11. The pupils gave a variety of responses to the question on how the parent's visit helped. The largest single type of response included mention of improvement resulting from the visit. Twentyeight children gave such replies, with improvement noted in work, conduct, attendance, and cutting. Among these, it was reported that parents or others gave help with work at home. One child wrote, "The teacher always tried to help me with my work." Sixteen children mentioned improvement in attitude or greater insight, as a result of the visit. Among the comments here were these: "I decided to learn." "Taught me to do the right thing." "I thought before I said anything in the classroom again." "I know now that I was wrong and that I will be good hereafter." Fear of punishment was mentioned as a cause of improvement in six cases. One child mentioned that the visit helped because he "got a TV set." Desire to avoid a repetition of the emotional hurt of the experience for either child or parent was mentioned by four children. Such remarks appeared as the following: "Trying not to let my mother go to school." "I saw how my mother felt about me not doing my

work, so I tried to do better." "She told me what the teacher said.

I felt bad and so did my mother."

12. The request for suggestions as to how a visit by parent to teacher could be of help to the child was not always answered relevantly. As a result, the responses are so varied that it is difficult to classify them. The desire for interest, understanding, and attention from both parents and teachers appears in such comments as these: "They could talk to their children and try to understand them better." "By sitting and talking to me." "It helps the child to know that the mother or father has an interest in him." "The teacher has more interest in you if your parents show interest in your school work."

Several seem to feel that parent-teacher contact is of practical value: "My teacher does not understand me, and when my parents come, they explain what I am trying to do." "Teachers and parents can compare what you do at school and at home and find out the reason for your being bad." "Your parents find out how much work you do in class and what you do with your time." Expectation of help from parents as an aid in school work and behavior is mentioned in ten instances. The expectation that the punishment following a visit will have beneficial effects is mentioned by three pupils.

The unfavorable impact of the visit upon the parent is noted: "It does not help because they have their own troubles." "I learned it doesn't pay to be bad, because it aggravates my mother very much." "If your mother came and started to cry like my mother did, you would try to be good in your work." Another view here was, "My mother is interested in me, but the truant officer almost made her lose her job."

The belief that as a result of the visit the child gained new understanding and made more of an effort to live up to school regulations was manifested in eleven instances.

- 13. Despite the fact that so many had characterized the parent's visit as helpful, 80% indicated opposition to having the parent come to school again. Two major types of reasons for such opposition prevailed:
 - a. An attribution of inconvenience or hardship for

the parent. Thirteen such replies were given. Among them were the following: "She has to take care of the baby." "I don't want to give her any aggravation and let her get sick because of me." "It's too much trouble for her. We live too far." "She just came from the hospital—tonsils." "It would make a bad name for her." "My mother got a heart attack."

b. A desire to avoid deprivation, corporal punishment, and the like. This was mentioned by twelve pupils.

Four pupils mentioned their own embarrassment at having parents sent for: "I wouldn't feel right. I'm a little too old to have my mother come to school. But I'd like her to come if I was doing better." "I'm ashamed and bashful." Of the few who do report a desire to have their parents come to school, some express a wish for a good report to be given by the teachers: "If it was for being good, OK, but for being bad, no." "My mother would think I am bad, but if she comes just to see what kind of marks I have I would like it." Others seem to see in visits an opportunity for the parent to obtain first-hand reports from the teacher: "I want her to know what I am doing and see how my conduct is." "She can see how I'm getting along." Other interesting replies to this question include: "Sometimes the teacher puts things in my parent's head that I don't like." "She would be able to ask the teacher how I am and then I could be able to get it off my mind if it is anything bad." "It will get me in trouble and the teacher won't like me any more." "If she comes, I know it's going to be because I was bad and not because of being good." "So she could get to know my teacher."

14. The last item, calling for additional ideas or suggestions was left blank by about 60% of the pupils. Such replies as were given were not always relevant. Two expressed disapproval: "Don't send for parents because in most cases it makes the pupil hate the teacher who was the cause of it more." "If the boy or girl does not do something bad, why send for the parent?" "I think you should send for the mother, but first give the child a chance." Several children ask questions: "How could I make better marks?" "What should I do if my teacher yells all the time?" One child recommends, "I think

time before."

15. Three children voluntarily and spontaneously expressed approval of the questionnaire: "I think this is very good on how you feel about your mother coming to school because you're not doing well." "I thought it was very clever to have this test. Schools should have it more often because some kids who are scared to talk about their problems don't mind writing about them." In connection with this last comment, it may be of interest to note that four pupils wrote lengthy replies using the reverse side of the questionnaire and expressing a variety of grievances—not all connected with parents' visits.

INTERPRETATION AND RECOMMENDATIONS. In all but two of the items, there can be little doubt of the straightforwardness and good faith of the pupils who answered the questionnaire. One item in which rationalization is apparent, however, is the one on how the parent's visit helped. Some of the replies have a certain tongue-in-cheek quality which detracts from their credibility. Genuineness is also open to question in the reasons given for not wanting parents to visit. It is doubtful that the frequently expressed concern for the parent's feelings or convenience is the real reason for opposition to the visit; embarrassment and fear of punishment are more probably the operative factors.

In any event, the children's own evaluation of the practice shows confusion, for, as has been pointed out, although they say the visits have been effective, they are opposed to further visits. From this and from the rest of the foregoing, it is apparent that the practice needs re-thinking. An evaluation of the success of parents' visits is a difficult undertaking, even apart from the children's own ambivalence. If the parent does not again have to be called, presumably the first visit has achieved its aim, but it cannot be considered a definitive indication that the child's basic problems

The problem which confronts us is this: Should the school continue to send for parents for less than major offenses, and if so, how can parents' visits be made more profitable to all concerned?

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As one cons the questionnaires, one cannot help but be impressed by the feeling of resentment against teachers which pervades many of them. In view of the fact that it is the parent, actually, who administers the punishment and that in many cases his punishment is extremely severe, resentment against the parent—expressed or implied—might have been expected. In no case, however, is there any suggestion that the child is critical of the punishment, however aggrieved he may feel against the teacher. It might, of course, be said that the resentment against the parent is projected towards the teacher, but the writer is more inclined to feel that the replies show an acceptance of the punishment, a wholesome respect for parents, and a dependence upon them, which is rather startling for adolescents.

It is possible to wander far afield in discussing the implications and ramifications of this problem. The writer will, however, confine herself to recommendations growing directly out of the responses to the questionnaire. Undoubtedly, many of them are already in vogue and the data reported here should be a source of assurance to those practicing them.

- 1. By and large, the policy of sending for parents is of sufficient practical value in improving the overt adjustment of children to school and of sufficient weight in their thinking to continue it, but modifications in component procedures seem desirable.
- 2. The child should not receive the impression that the call for the parent is a punitive device, but rather that two people deeply concerned in his welfare will meet with him to help him towards a better and happier adjustment.
- 3. The child should know exactly and specifically the reasons for the call for the parent. Such general replies as these children gave for reasons as "Conduct," "Work," "Bad" are probably due not so much to forgetting as to a lack of a clear and sharply focalized realization of what elements in their work and conduct need improvement. The same specificity should feature the teacher's account to the parent.
- 4. The child should be present during at least part of the parent-teacher interview and should be permitted to state his side of the case, so that inadequacies in his standards and orientation may be clarified and so that he may be helped to set up positive goals for improvement.
- 5. A definite effort should be made to mention some action or trait of the child in a commendatory way. Such praise and en-

couragement are long remembered by the child and do much to remove some of the sting from the experience for both the parent and the child.

- 6. Parents need to be given tactful, concrete, and constructive suggestions for the home handling of the child's problems, in terms other than those of threats, deprivation, and corporal punishment. The child may need more regular sleeping habits, a physical check-up, a definite and quiet time and place for study and homework, a more wholesome social life, information about desirable recreational facilities in the neighborhood. The parent may need to urge the child to have breakfast, to see to it that he leaves the house properly dressed and equipped for school and in good time. From her own experience with parents, the writer recommends giving advice, where this seems indicated, to avoid comparisons with siblings, classmates, or neighbors' children. Some parents may need to be counseled to avoid scenes and arguments in the morning, as the carry-over into the school situation may be most unfortunate. Others may need guidance on the undesirable effects of depriving a child of the opportunity for play, with the resulting tensions coming to be worked out in school.
 - 7. The teacher might tactfully elicit information as to home factors which may be at the basis of the child's problems, as in the case of children with working mothers. Here, some method of compensating the child for the deprivation of normal supervision and emotional support might be worked out.
 - 8. The teacher might offer to send home progress reports, if indicated, and a reward for improvement might be suggested. Such a step may not meet with universal professional approbation, but it has the merit of being realistic. Adolescents with problems cannot be expected to have the inner strength necessary to be good for goodness' own sake.
 - 9. The interview should end on a hopeful, encouraging note. The child should feel that the teacher and parent have confidence in him, that they do not expect more of him than he is capable of giving, and that they will stand by him if he hits a plateau or if he regresses.
 - 10. It would be worth the expenditure of time involved for a teacher to devote part of an unassigned period to an interview with a pupil who is having difficulties. In an atmosphere free of group tensions and removed from the immediate provocation, a quiet talk would do much to imbue the youngster with that feeling of interest and friendly concern in his welfare which so many of these children appear to crave.

- 11. Since it may be difficult for a parent to manage to visit the teacher and since most parents are eager to cooperate, an expression of appreciation for cooperation should be made by the teacher at some point during the interview.
- 12. An informal unsigned questionnaire on problems of concern to adolescents seems to offer a fruitful basis for class guidance lessons, for insights into children's problems, attitudes, and opinions which are not otherwise easily available may be obtained. That children like such an approach is evident in the written responses and in the numerous oral expressions of approval with which they favored the writer.
- 13. A similar questionnaire study of high school children might yield further valuable results, for such students have more maturity, greater self-understanding, and more facility with the mechanics of written expression. Consulting with parents on this matter would undoubtedly be equally profitable, if it were feasible.

HONOR STUDENT, 1835 (RUGBY) MODEL

"I verily believe my whole being is soaked through with the wishing and hoping and striving to do the school good, or rather to keep it up and hinder it from falling in this, I do think, very critical time, so that my cares and affections and conversations, words, thoughts, and deeds, look to that involuntarily."

—From a letter by Arthur Clough, aged 16, to a schoolfellow, quoted by Lytton Strachey in "Dr. Arnold" (Eminent Victorians)

Physical Education in the Vanguard

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In the September, 1953, issue of HIGH POINTS David B. Rodes, in his article "The Decline of Physical Education," bemoans the loss of identity and the fate of this "special subject."

The reasons offered by Mr. Rodes for the alleged present "low status" of physical education while valid are academic. The periodic swings in the administrative concept of a "mandatory imposed area of education" are natural, too. In times of war, administrators and others are more prone to accept commando tactics, vigorous body-contact activities, or "health" activities in the spirit of patriotism and national urgency. At other times, varied vested agencies or interests are fruitful in their endeavors to prune physical education in the name of economy or other alleged needs.

Enlightened teachers have known for a very long time that "physical education is capable of standing on its own legs." As professionals we are well aware of the copious contributions made by our "subject." Our history is rich. Our principles are sound. Our content is plenteous. Our aims and objectives are educational. Our experiences, time-tested and evaluated, have continually been used to bring about maximum growth for each individual and social development for all. Our activities naturally lend themselves to the unfoldment of the potentialities of all as individuals for better group living. Our understanding of the concept of group dynamics has been an old pervasive idea with us. The sensitive among us have been aware of the relationship, import, and value of the climate of the group for learning. We have endeavored to meet the personal needs, interests, and capacities of the individual in their group setting. Through our spiraling, meaningful, friendly experiences and practices we have for a long time offered our youth myriads of opportunities for recognition, acceptance, and esteem; for satisfying relationships, for security and love. We have prevented and controlled deviant or delinquent behavior. We have been and are developing the concept of democracy—the idea and the way of behaving. What other area of education or "subject" can do as much?

PHYSICAL EDUCATION IN THE VANGUARD_

PLACING THE BLAME. Why, then, does physical education have to yield "time," "space," "facilities," "equipment," "personnel," to vested interests? Who is to be blamed for the present "plight" of physical education? This is what I believe:

- 1. The officers of the colleges and the "leaders" in our area of education in the colleges yield too readily to the pressures of special groups. Result: watered-down courses of study and attenuated curriculums.
- 2. The adviser systems of the colleges that specialize in physical education are usually inadequate. Advisers, generally, are poorly trained, apathetic, or both for assisting in the proper selection and guidance of students preparing for our field. From personal observations for more than twenty-five years, I know that unpromising "star-athletes" and other students have been all too frequently accepted for apprenticeship. These boys (no doubt, girls too) should have been guided to other and perhaps more suitable careers. The dearth of bright students is apparent.
- 3. Chairmen and teachers, through either fear or apathy, accept the fiats of the administration. I have known zealous teachers who because of the "front office" attitude to departmental problems react with frustration and disgust. (Unfortunately, it is the children who suffer thereby.)
- 4. The presence of "quacks" in our midst has had a deleterious effect. If the bell of enmity tolls for one, it tolls for all.
- 5. The distressed relationship between chairman and teachers is another factor. The idea of democratic supervision is still not understood by some and little appreciated by more. It is vital to remember that running a department is a partnership which is cultivated through friendship and mutual understanding for the purpose of fostering intellectual independence and intelligent self-direction in students.
- 6. There are many more factors and reasons. Indeed, one of major consideration is that of low salaries for teachers.

In spite of all this the unquenchable spirit of the majority of the teachers in our area has kept and will keep physical education in the vanguard.

Teaching Desirable Social Attitudes in Interscholastic Competition

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Physical education has as one of its major objectives the improvement and development of certain desirable social attitudes. For the most part, the medium for instruction is the various activities of physical education. The social concomitants of games and athletics, such as fair play and sportsmanship, are constantly sought as an end product of learning in physical education. Unfortunately, we do not always see evidences of this type of desirable behavior, but rather are confronted all too often with outbursts of poor

It is distressing to note the numerous instances in which there are serious breaches of what are commonly accepted as standards of sportsmanship and fair play. The public in general is shocked to hear about scandals in all forms of competitive athletics. Proselyting of players has been openly admitted by some institutions. The desire to win has relegated other aspects of competitive athletics to the background. High schools and colleges have severed athletic relations with one another because of the ill-tempered atmosphere of games. The University of Wyoming and the College of the City of New York have broken off any athletic competition because of charges of bigotry, race and color baiting. These conditions are only a handful of the numerous ethical breaches which have been publicly aired through the various mass media of communication.

The study of social attitudes presents a unique problem. Physical educators have devised many excellent evaluative procedures for measuring other phases of the physical education program. We can measure cardiac-vascular performance, posture, organic strength, athletic skills. Attitudes, to a large extent, are immeasurable. Social attitudes have to be lived to be measured, and living connotes change. Measurement under these circumstances becomes more subjective than objective. Kennedy and McCloy have done some work in this field, but it was done more than twenty years ago, and the results are still considered to be merely a slight start toward anything significant. Most of the work in physical education mea-

surement has been done in the physiological and motor ability fields, and the attitudes aspect is still to be uncovered.

Interscholastic athletic competition is one important phase of the general physical education program, one which, in my opinion, provides exceptional opportunities for learning. Consequently, as one who is particularly interested in this field, I am concerned over the seriousness of the problem of the continued disregard of proper social behavior.

As a high school football coach and basketball official, I have witnessed a sizeable number of these "social situations." It has been my observation that the acts of fair play and sportsmanship far outnumber those of discreditable complexion. On frequent occasions I have been greatly impressed by overt acts of sportsmanship—and, on fewer occasions, have been disturbed by displays of the most flagrant type of unsporting behavior on the part of the competitors. From rather interested observation, I have concluded that in high school interscholastic athletics in New York City (and probably elsewhere) the burden falls directly upon the coach for the proper direction of these attitudes.

The attitudes of the coaches reflect directly upon the actions of their players, and the actions of the coaches reflect directly upon the attitudes of their players. Of course, environmental and socioeconomic factors are important, but the natural adolescent and young-adult drive for team membership and recognition by peers puts the coach in an extremely enviable position from the standpoint of direction. These high school athletes want to play on recognized teams, and an understanding coach can do a great deal to develop desirable traits of character through this medium.

This then is my conviction—that good sportsmanship and fair play of high school athletes come directly as the result of the application of exemplary standards of conduct by the coaches themselves. In my effort to corroborate and substantiate this, I have uncovered a few significant factors.

INVESTIGATIVE PROCEDURE. The procedure used in this study was to interview twelve working high school athletic coaches, all of whom are licensed as accredited teachers by either New York City or New York State. Inasmuch as I knew personally every one

fit the study and in no way infringe upon their privacy. The fullest cooperation resulted. I took notes during every interview, and read back to each coach his statements, so that there was no danger of his being misquoted. My personal familiarity with these people made for informality and ease of discussion, but perhaps the most vital reason for seeking out these particular coaches was my knowledge that their teams most generally conduct themselves in

a truly sportsmanlike way.

These coaches represented the following sports: basketball, football, track, tennis, and baseball. The men interviewed were both beginning coaches and those with a great deal of experience and success in coaching teams. Five of these coaches have produced one or more championship teams.

Four questions were asked of each coach.

QUESTION 1. What is the most frequent type of demonstration of good sportsmanship that you observe on your teams?

Coach A-"Foregoing one's own glory for the sake of the team. Evidences of team play. The boys are not 'point hungry,' but rather fit themselves into the team pattern."

Coach B-"Giving all their team-mates a chance. Helping one another and encouraging each other. Actually helping each other physically, and playing together."

Coach C—"The appreciation of a well-executed play. Willingness to compliment each other on a job well done."

Coach D-"In track, a general pattern of good sportsmanship exists. Opponents and team-mates encourage one another, so that, all in all, an appreciation of one's ability and efforts exists. There are friendliness and consideration among the contestants."

Coach E—"Team members are willing to help each other up after a fall, and also help their opponents very frequently."

Coach F-"A youngster shows obedience to the rules of the game and to the officials."

Coach G-"The unselfish attitude in which a player gives up personal glory for the good of the team."

Coach H—"After a game, congratulating the opposition no matter how tough a game it was."

Coach I—"Their anxiety to set a good example for the name of their school."

Coach J—"Their appreciation of the merit of their opponents. They don't deride their opponents."

Coach K-"The way they have the interest of their team above their own."

Coach L-"My boys have always seemed to be team-spirited, and they often pass up chances for their own glory to help the team."

OUESTION 2. Would you say that the frequency of unsportsmanlike acts is greater than those of good sportsmanship on your team?

Every coach interviewed answered definitely in the negative to this question. All felt that there was an overwhelming majority of good sporting acts as opposed to those of a poor nature.

OUESTION 3. What one suggestion would you make to further the cause of good sportsmanship on athletic teams?

Coach A—"An example must be set by the coach, Fairness, honesty, forcefulness-by an entire code of ethics."

Coach B-The value of the coach in personal handling of boys on the team puts him in a good position to teach these traits. I think that eligibility regulations (scholastic) should be relaxed. The tough, nasty kids can be helped by a coach, but usually these boys are not eligible to play."

Coach C-"The coach must set standards and recognize that there are aspects to coaching other than just winning."

Coach D-"An example must be set by the coach-a policy must be followed in regard to decency."

Coach E-"The coach must stress good sportsmanship and teach respect for the official."

Coach F—"Try to set ethical standards for the coaches. A meeting of the coaches, informally, may help. Coaches should also know the rules better."

Coach G—"Sportsmanship cannot be artificial, but must come as a result of coaching and instruction. The nature of coaching should be such as always to demand ethical conduct. The coach must be ethical in his own conduct to set an example. Coaches must respect the rules."

Coach H—"Informal meetings of ballplayers. Let them get to know members of opposing teams by meeting them at dinners, socials, clinics, and the like."

Coach I—"Less stress on winning would help greatly."

Coach K—"Members of the team should respect the coach for his work with them. After respect is won, his actions will be copied by his players. Therefore, the coach must set a good

example in his actions."

Coach L-"The coach must demand sportsmanship, and point out to his team its many values."

QUESTION 4. Do you teach sportsmanship to your team directly or indirectly?

Coach A-"Both ways. I talk to them in the gym, in the auditorium, and at practice in regard to respect for rules and officials. Indirectly they are taught by my actions and by my taking advantage of situations as they arise to drive home a point."

Coach B-"By speeches, interrupting practice, and taking advantage of situations that occur."

Coach C-"Incidental and partially direct teaching. I try to take advantage of situations that arise."

Coach D-"Usually indirectly. Direct speeches used usually on trips. I would say that I use both methods."

Coach F-"Both. By lecture and personal talks, and indirectly as the occasion arises on the court."

Coach F-"Directly. I talk to them at meetings and informal situations. I attempt to teach the psychology of umpiring. I stress a gentlemanly approach toward the umpire."

Coach G—"Indirectly. A product of the type of coaching. By taking advantage of opportunities that arise in practice to point out sportsmanship."

Coach H-"Indirectly. This is a concomitant learning through teachable moments."

Coach I-"Indirectly. I try to take advantage of situations that come up."

Coach J—"Both ways. Mostly through situations that arise, but I often speak to them directly about sportsmanship."

Coach K-"I suppose you'll call it indirectly. I try to show them by actions and to point out proper ways of behavior when I see that they're deficient."

Coach L—"Indirectly; yet it's something that is taught at every practice."

ATTITUDES IN INTERSCHOLASTIC COMPETITION_

KEYS TO BETTER SPORTSMANSHIP. In answer to the first question, regarding the most frequent type of demonstration of sportsmanship, the coaches gave answers which varied considerably. Each indication was a valid display of acceptable behavior. However, six of the twelve coaches answered in terms of team cooperation and the willingness of the boys to forego personal approbation for the good of the team. This is an interesting phenomenon. and presents a number of points for conjecture. There seems to be some merit in the thought that sportsmanship on athletic teams should be approached through the medium of the team unit. Rather than teach in terms of individual behavior for individualistic reasons, it seems logical that coaches might attempt to teach individual sportsmanlike behavior by appealing to the sense of team loyalty and cooperation.

The sport should lend itself to the teaching of these things. An appreciation of the effort that goes into the athletic endeavor itself should provide the youngster with a measure of respect for his mates as well as for his opponent. In this connection, another interesting observation should be noted. The coaches of the individual sports, such as tennis and track, were unanimous in their feeling that these sports, by their very nature, encourage fair play. The competition here is mostly on an individual basis, and the coaches felt that these athletes appreciate each other's training and abilities, and for that reason very seldom is there any display of unpleasantness. There seems to be a greater manifestation of sportsmanship generally in these individual sports. By applying the principle of appreciation of each other's capabilities to team sports, it might be possible for coaches to encourage athletes' sportsmanship toward one another. A combination of team loyalty and cooperation with an understanding of the skill of the opponents can create an aura of better feeling.

The answer to the second question was indeed heartening. It is pleasant to hear the coaches unanimously declare that the acts of poor sportsmanship are definitely fewer than others. One baseball coach said that he had to go back seventeen years to think of a serious or intentional display of poor sportsmanship on his team. In the light of the adverse publicity that athletics in general have been receiving, it is encouraging to realize that the coaches themselves are cognizant of the situation, and feel that the essential

good of competitive athletics does shine through. The substantiation of my original belief that the actions of the

coach set the example for his athletes is the outcome of the answers to Question Three. I am convinced that the crux of the sportsman-

ship matter is in evidence here.

Eight of the twelve coaches interviewed were explicit in their viewpoint that an ethical standard must be lived and exhibited by the coach. It is interesting to note that these eight coaches did not stress lecturing to the team by the coach, but actually stated that the actions of the coach must be ethical and above criticism. One of the four coaches suggested that the coaches have meetings to arrive at their own standard of ethics. This might possibly be construed to mean that more coaches need to adopt a code of ethics for themselves, but it emphasizes the fact that in the final analysis it will be ethical acts by the coach that will teach sportsmanship. Another one of the minority raised another notable point. He felt that the influence of the coach on the youngsters is so great that scholastic eligibility requirements should be lowered in order to give the "problem" children of the school an opportunity to gain this benefit. Educationally speaking, there might be a source of disagreement here, but there can be no doubt of the significance of the role assigned to the coach in teaching social attitudes. The coach who thought there should be less emphasis on winning is again, in some way, stating a segment of a coach's philosophy.

The twelfth opinion was the only one in which the coach did not feel that the coaches themselves were the primary inspiration for good behavior. This coach felt that the meeting of the athletes outside of game situations would be the most beneficial way.

We see, however, that in eleven of the twelve opinions stated, the coaches felt that the members of the coaching profession itself are the ones who hold the key to better sportsmanship. This overwhelming factor cannot be overlooked in any subsequent study of the matter.

The answers to Question Four shed some light on methods of teaching social attitudes. Three of the coaches teach directly and indirectly, but the tenor of all the answers seemed to indicate an overall agreement that indirect teaching is the most valuable way. Eleven of the twelve coaches in some way indicated that they take advantage of situations that arise in games and practice to teach sportsmanship. These eleven agree that teaching through "teachable moments" is desirable. There seems to be a correlation between teaching sportsmanship indirectly and the ethical conduct of the coaches who can spot these moments on the field.

There are, of course, weaknesses in this investigation. Any intensive study would have to include a much larger sampling of coaches, as well as interviews with coaches who reputedly are "out to win with disregard for any of the social benefits of the sport." A more intensive study of the problem would have to include a sampling of the opinion of players who played for different coaches. A statistical study of the won-lost record of these coaches also might shed some light on the subject. What happens to the players of these coaches after graduation would likewise be interesting to note. Finally, a really thorough investigation should include a number of actual case studies of examples of poor sportsmanship on the field or court.

In spite of the minimal evidence gathered here, the study is highly meaningful. From these questions and the overall responses to them, I would conclude that constant and honest application of a code of ethical practices on the part of our athletic coaches will tend to improve the acts of sportsmanship and fair play by high school athletes.

MR. SHAKESPEARE ON THE SCHOOL BORE

O! He is as tedious As a tired horse, a railing wife; Worse than a smoky house. I had rather live With cheese and garlic in a windmill, far, Than feed on cates and have him talk to me. . .

First Part, King Henry IV, III.i.

Films of Special Interest

(Exceptional motion pictures are reviewed for teachers by the film chairman, School and Theater Committee, N. Y. C. Association of Teachers of English. For further particulars consult your STC representative.)

DOCUMENTARIES AND SHORT SUBJECTS

United Nations Films at the New School on Thursdays

To provide an opportunity for the general public to see some of the remarkable motion pictures—newsreels, documentaries and features-produced by the United Nations and its specialized agencies, the New School for Social Research has initiated a regular weekly series of public showings on Thursdays from 8:30 to 9:50 P.M. in its auditorium at 66 West Twelfth Street. The fee is fifty cents per session.

Of the first four programs the most noteworthy were those on Human Rights, which included Of Human Rights, The Children and First Steps; and on Films on Technical Assistance, which featured Article 55 (Economic Development in Bolivia), A Village Awakens (Assistance in Greece), Danish Children Build a Greek School, and Somewhere in India.

This excellent series is under the direction of Dr. Arno Huth, former consultant to the UN (Radio Division and Freedom of Information Section) and UNESCO delegate. If you write to Dr. Huth at the New School he will send you information about future programs, beginning January 7, 1954. Weekly programs are also announced in the New School Bulletin (for copies call OR 5-2700). In addition to UN films, kinescopes of television broadcasts and outstanding radio features will occasionally be presented in the series.

CINEMA 16 Announces a New Tuesday Night Series

In addition to the Wednesday night and two Sunday morning series this season, Cinema 16 has been forced to institute a third Sunday morning series (already sold out) and a new Tuesday night series at the Central Needle Trades Auditorium, so great is the continuing demand for memberships. If you wish to join (the FILMS OF SPECIAL INTEREST.

series rate is \$12 for one, \$20 for two, admitting to 7 regular screenings and 8 special events), communicate with CINEMA 16. 175 Lexington Avenue, New York 16 (MU 9-7288), and be sure to specify the Tuesday night series.

Among the films shown at October and November sessions, Thurber's Unicorn in the Garden and other U.P.A. cartoons; the Museum of Natural History documentary of a tribe in equatorial Sudan, Latuko; and the Spanish Harlem street film made by the producers of The Quiet One (Janice Loeb, James Agee and Helen Levitt), called In the Street, were most admired.

Cinema 16 offers film lovers opportunities to see rarely-revived film classics as well as experimental documentaries. On December 16 there was René Clair's first film, Paris Qui Dort (The Crazy Ray), about a group of "survivors" in a Paris paralyzed by an inventor's magical ray. On February 3 there will be Orson Welles' The Magnificent Ambersons; on February 24, the work of Jean Vigo; on March 17, The Abbey Theatre's Juno and the Paycock, with Sara Allgood as Juno in a superb production directed by Alfred Hitchcock.

A program of restricted Nazi propaganda films will be shown on May 10 by special permission of the U.S. Department of Justice. This includes Leni Riefenstahl's famous Triumph of the Will, the official Nazi record of the 1934 Nuremberg Party Convention which was actually staged for the movie cameras.

Teaching Film Custodians Offers Understanding Movies

A seventeen-minute sound film, Understanding Movies, is now available to all teachers of English who'd like to do a little effective and enjoyable spade work in film appreciation. Prepared by a committee of the National Council of Teachers of English (Marion C. Sheridan, Hardy R. Finch, Max J. Herzberg, Joseph Mersand, Marion S. Walker and Samuel D. Wehr), Understanding Movies is a first-rate job.

A short introductory sequence develops the theme of greater enjoyment of motion pictures. This is followed by excerpts from five commercial entertainment films to illustrate points of excellence in directing (Tennessee Johnson), acting (The Good Earth), photography (Treasure Island), editing (David Copperfield), art and music (Romeo and Juliet). A fine Teachers' Guide accom-

panies every print.

Understanding Movies was recently shown with much success to a number of English classes at Abraham Lincoln High School Some comments from students: "More films like this ought to be shown to make pupils more critical and then maybe we'd get better pictures from Hollywood"; "It made me want to see revivals of some good movies I missed." Teachers said: "I used the film for normal and dull first-term students and found it useful. The variety of material and the level of appeal are commendable. The crisp summation at the film's end is especially suited to the grasp of the lower grades"; "In the slow class, it provided entertainment. and the youngsters especially liked the idea of seeing 'snatches' of plays. In the better class, it led to a great deal of good discussion. The students felt a little more of each film should have been shown to bring out the ideas or rather the purpose of each piece shown": "Pupils reacted very well: can't we have more like it on plays and TV?"

Your school audio-visual director can get you a print of Understanding Movies directly from Teaching Film Custodians. You can obtain additional information, Teachers' Guides, etc., from the National Council of Teachers of English, 211 West 68th Street, Chicago, Illinois.

GOOD RUMOR DEPARTMENT

Alec Guinness will play Chesterton's Father Brown in a British film to be directed by Robert Hamer, and Orson Welles will play Maugham's Lord Mountdrago in another British film, Three Cases of Murder.... José Ferrer may be in John Huston's Richard III, after appearing in Stanley Kramer's The Caine Mutiny, directed by Edward Dmytryk for Columbia. . . . Gérard Philipe will soon be seen here in the Lopert-United Artists release of René Clair's Les Belles-de-Nuit, and has been announced for René Clement's London-Paris story of a modern Don Juan, M. Ripois et la Nemesis... In the Ulysses film now being shot in Italy by Mario Camerini (this was originally Pabst's idea), Silvana Mangano plays both Circe and Penelope, and Kirk Douglas is Ulysses. For 1954 release here by Paramount. . . . Anna Magnani, directed by Jean Renoir, stars

in The Golden Coach. . . . Much admiration was expressed at the Edinburgh Film Festival for the 55-minute documentary about Mexico and Thailand today that was made by Paul Rotha and Basil Wright for UNESCO. . . . The stills we have seen from Arne Sucksdorff's first feature film, The Great Adventure, are beautiful -studies of foxes in early spring and in winter, a lynx cub, a woodcock in flight. Sucksdorff has said that in some ways his film may be compared to Forbidden Games: (in both films) "There are children turning life into a fairy tale which they take in earnest. . . In my film they live on a farm, surrounded by a forest, which is a world without compassion, and their secret is a small otter cub whom they try to save from danger. I have tried to show nature as a whole, as a world of good and evil in which human beings eventually have to make a choice. My film, therefore, is probably more primitive, more sensual (than Forbidden Games)."

CURRENT RECOMMENDATIONS

"A man has had to stop going to the cinema because the slight flickering of the film gives him an irresistible impulse to strangle the person in front of him. Several times while sitting in cinemas he has suddenly found himself with his hands round his neighbour's throat."

-"Daily Express," quoted in Sight and Sound

Perhaps some affliction similar to this unhappy gentleman's is responsible, but for two months your correspondent has found little to recommend as "exceptional." While we wait for better things and catch up on books and music, let it be noted that there is something around very good for smallfry: Lazar Wechsler's Heidi, which held them spellbound at pre-holiday screenings. The old story, the new music, the charm and the scenery were all "fine," to quote a young lady named Amy to whom we have been indebted before for succinct reviews of juvenile art. On the program with Heidi at the Little Carnegie is the superb poetic short film Crin Blanc ("White Mane"), about a boy and his horse, which was awarded a Grand Prix at Cannes in 1953.

RUTH M. GOLDSTEIN

Abraham Lincoln High School

Education in the News

"Minds that have nothing to confer Find little to perceive."

Man climbs haltingly upward, pausing every hundred or thousand years to rest awhile on a plateau. Thus he finds time to take sand years to rest awhile on a plateau. Thus he finds time to take inventory, digest gains, evaluate, plan, develop a new culture, and inventory, digest gains, evaluate, plan, develop a new renaissance have fun. Some optimists proclaim that we are ready to march have fun. Some optimists proclaim that we are ready to march have fun. Some optimists proclaim that we are ready to march have fun. But where are the leaders, men of intellectual and sinewy might, who will take the giant steps? It does seem as though we have plum run out of geniuses of the magnitude of those who, if they are still alive, are rounding the twilight bend.

In education, in political science, in art, in music, in literature, even in science, although this last area may be debated, there seem to be no giants blossoming to hew out new wilderness roads. That is why some students of our times say we are on a plateau, and others proclaim a new renaissance will burgeon forth when the process of digestion shall have been completed.

For two generations now a few names in education have forged ahead to greatness. Their impact on schools has been atomic in effect; they have diagnosed our ills, erected new and significant architecture, including bridges between the schools and the community. They have sought to produce as a culminating product the balanced and integrated citizen. However, a bridge is a two-way instrument; as the school spilled over into a liaison with the community the latter did likewise—but in spades. The school's curriculum now includes not only all the children and their beyond-the-walls-of-the-school activities but also those of their cousins and their sisters and their aunts. And, in addition, such attendant problems as narcotics, delinquency, slow learners, vocational education, overcrowded classes, and over-burdened teachers, cry for solution.

In truth, our educational giants—and let's not be ungenerous; they were truly historical figures—gave us a fine arena in which to play school in the sunshine. But they forgot the rainchecks, and now it is raining cats and dogs. They gave us a fine motorcar, but forgot the toolkit.

It is true that as they bade us farewell they mumbled something

EDUCATION IN THE NEWS_

about smaller classes, more pay for teachers, better buildings and facilities, psychiatrists, psychologists, sociologists, and a half holiday on Wednesdays. But they did not tell us how to get these things. They did not tell us how to get the money; they did not tell us how to prepare the community for its new role in education. Tons of printed paper tell us what to do and how to do it; what we need is a program which will tell our legislative brothers and sisters what, why, and how to do something for American education.

Well, it is clear that we need more giants; a new type with as much acumen in social and civic problems as was possessed by those who tore down the little red schoolhouse. Can this age produce them? If we are indeed in the foothills of a new renaissance and we wish to climb a little higher, we'll need them.

Looking back to the giants of yesteryear was a subject given editorial space in the March, 1953, issue of the School Review. We are in somewhat the position of Mr. Shaw's elevated chimney-sweep, who indicated that maintenance of middle class morality is costly, complex, and confusing. The article develops the thesis that complexities of contemporary research obscure or make difficult the emergence of stellar figures. I think the point is missed; we don't require giants like those who flourished before; we need educational leaders who will combine old skills with new talents; the educator of tomorrow, since we now deal with the community as well as the classroom, must solve problems in terms of both areas. In any event the excerpts which follow give some indication why another Dewey has not yet appeared.

"...a group of school men...came to wonder about the passing from the scene, through retirement and other natural processes, of many of the giants of the educational profession. What principally concerned the conversationalists—themselves by no means unknown in the educational world—was that there seemed to be few, if any, men of outstanding stature to replace those who have withdrawn or will shortly withdraw from active service...

"...where is another Judd or Cubberley or Dewey or

Kilpatrick or Spaulding or Thorndike? . . . "... It cannot be that men are less able or less persuasive now than they were a generation ago. Nor is it that the profession is less tolerant of dynamic leadership than it once was. A possible explanation is that, in the days when such men as have been mentioned (and there were women giants, too) were making their names, the field of modern education was just being opened up and a vigorous pioneer had boundless scope for exercising his abilities. But increasingly the range has been fenced off, and the far side of the continent seems to be within sight. The scope of the identified problems is now so large and the body of dependable scholarship so great that it would take a giant indeed to exercise the broad influence which many of these men did. In fact, the material within many of the subdivisions of pedagogy has become so expansive that a man can hardly be an expert on more than one section of his own field. . .

"... as the number of able and well-trained men and women in the profession has increased, it has become steadily more difficult for any star to outshine all others. Quite possibly, then, stars as bright as those which shone in yesteryear are now glowing and only seem less magnificent because the whole educational firmament is now more generally touched with brightness...

"...what, if anything, can and ought to be done about the situation?

"... One does not produce prophets by saying 'Let there be prophets' or by bemoaning their absence. Nonetheless, a society can often take a few steps to encourage those of its members whose vision ranges farther than that of ordinary men. It would be interesting and worth-while to conjecture what the educational profession and the institutions supporting it might do to bring to positions of influence men and women really worthy of such influence.

"... The opportunity for vigorous leadership might be improved if schools and universities prized the excellent teachers on their faculties more highly than many do. The men and women we know who have set the tone for our present educational endeavors were all outstanding performers in the classroom. Teaching art was not the only basis of their influence, but it seems to have been a common and necessary one. They made their students different and better people largely because of what went on in their classes. But the modern faculty member gets his promotions through publications, research, and public appearances. These are obviously not to be belittled. The argument is that first-rate teaching should be recognized for what it is—the first responsibility of every teacher."

JACOB A. ORNSTEIN

Andrew Jackson High School

Chalk Dust

Have you any teaching suggestions to offer your colleagues, concerning the use of the tape recorder? If so, send them (150-250 words) to Irving Rosenblum, Jr. H. S. 162, Brooklyn 37.

Our Newspaper of the Air

As part of my training program as a new teacher at Willoughby Junior High School, I followed a schedule of directed observations and also saw demonstrations of the use of various audio-visual aids in teaching. Later a lesson was planned for my class, involving the use of the tape recorder.

We outlined a plan for a class newspaper of the air to be recorded on tape. This proposal was submitted to my official class for discussion. My group was an adjustment, or slow-learner, class. The opportunity to "go on the air" appealed to them as a project within their ability and interest.

To start this unit, the pupils outlined the features of our class newspaper. There would be reporters in such areas as school news, national news, world news, sports, moving pictures, books, music and radio. Each pupil selected the specialty that he preferred. The committees held their organization meetings and assigned to each member a specific task, such as getting the news, writing it for "broadcast," or serving as newscaster.

An editor and an assistant were chosen to integrate the reports. In its final form, the newspaper appeared as a script to be read into the microphone by the spokesman of each committee.

The class listened intently as our newspaper of the air was recorded on tape. I shall never forget the expressions on the faces of the children as they heard the playback of their own "radio broadcast." They had experienced a new learning process in which they themselves were the actual stars. They are now eagerly awaiting the opportunity to prepare volume 1 number 2 of our class paper.

IRWIN ANIK

P. S. 108, Manhattan

WORD CHOICE

A student was reciting the poem of his choice. One of the lines read, "In his heart there was sorrow." The student recited in the usual rhymy sing-song of a school boy. The teacher was not satisfied. He broke in, "Put more expression into your reading. Make it sorrowful."

The student obediently complied. He read, "In his heart there was SORROWFUL!"

Contributed by MATTHEW J. EPSTEIN

High Points

HOW I DO NOT TEACH LITERATURE

The never-ceasing efforts of the torch-bearers of Democracy-in-the-Classroom have firmly affected me. They haven't convinced me, but they *have* given me a serious sense of guilt. This manifests itself in sporadic efforts on my part to plan and execute the 100% pupil-controlled lesson.

The lesson to be described is *not*—to borrow from Mr. Rosenblum's aptly-worded appeal in his "Chalk Dust" department—my "favorite teaching device that helps make the job easier and more effective." In fact, it represents the antithesis of my customary approach, which is to talk a lot, raise a battle-haze of chalk dust, and risk being a bore with reasonable assurance of success.

It seems that Democracy-in-the-Schoolroom can go just so far with me. One step farther, and She crashes into fragments identical with the shards of her sinister sibling, Anarchy.

So I offer to those of my colleagues who aspire perennially to supervisory rank an opportune interim catharsis. I solicit their appraisal of an anecdotal report of one such complete lesson. I plead for astute, objective comment on: "What went wrong? Where? Why?"

THE EFFORT. Having cantered with Chaucer through the Canterbury Tales, spurred through 300 pages and years of English literature, and barely stumbled through the Deserted Village, my 8th-term class was ready for a really bang-up 100% socialized recitation. The anthology we use is an eight-pound publisher's effort to outdo all other publishers. It is replete with the finest Helps—sure-fire appeals to what is latent in the psychology of the individual pupil and the book-buying Chairman of Department.

Determined to enlist participation only through unalloyed democratic procedures, I aroused the initial interest of the class with the following concession to pupil-preferences:

"On page 309 the anthologist offers eleven Discussion Hints—the contemporary bakers' dozen. Which one would you like to discuss?"

The Class Iconoclast put his hand up first. He had sensed from the tone of abdication in my opening question that this was to be a period of full freedom in expression. Bound by my initial demo-

cratic resolve, I had to call on him.

"It's a fake, Mr. G.!" he blurted. "I resent that," I responded. "As soon as you have chosen a topic

and a chairman I really do intend to step down." "I mean there isn't eleven choices," he hurried to explain.

"There aren't," I corrected gently, as I swiftly scanned the

Hints. "Verb and Subject must agree in. . ." The Iconoclast hit me a low parliamentary blow: "I wasn't

quite finished, Mr. G. Do I still have the floor?"

I gritted my authoritarian teeth, and nodded.

"Hint No. 1," he continued, "says: Goldsmith is one of the earliest English poets to glorify simple countryfolk. As you read further in English Writers, look for other cases." His voice took on a subtly accusing hurt. "That isn't a discussion hint."

Other, unrecognized voices added: "Neither is No. 8!"—"And

Nine!"

I saw a chance to grasp the highly-touted "incidentally-aroused avenues of pupil interest." I glowed with sudden inspiration: "This offers us a splendid opportunity to review letter-writing. Wouldn't you all like to write a letter to the publisher advising him that he can make his next edition more exact by classifying some of these items in another, more fitting category?"

"What's he going to do with thirty-eight letters?" asked the

Class Cynic.

"We could choose the best one," I suggested.

"Then let's save time," said the Class Saboteur, who has the knack of hitching every star to his wagon, "and let Grace write it. She'd win hands down anyway."

Grace, the Class Perfectionist, rewarded him with an annoyed

and pleased pout.

Before me yawned a cavernous maw of unplanned discussion that threatened to swallow the residual minutes of my lesson. I sued for the mantle of sweet compromise, and it dropped about me as I interposed in emollient tones:

"Suppose we settle this item later. Let's choose now from those discussion helps that are such."

The Class Eager-Beaver had his hand up. I nodded the floor to him.

"I move we discuss No. 3, on how much the picture of Goldsmith's village preacher is modeled on Goldsmith's own father on whom it is said to be modeled."

'The Saboteur had his hand up, insisting, "Point of information!" He had the floor. He continued, "We don't know anything about Goldsmith's father; so how can we discuss this question until we do?"

I was inclined to agree with him, but just the same I countered: "I appoint you a committee of one to report on Goldsmith's father next literature period, and we'll table Number Three for the present."

He didn't give up easily. "We didn't vote to table it," he protested.

"We understood that you wanted it tabled," I reminded him, flashing him a fatherly smile. I panned the class with the same, only a fragment less fatherly, and finished, "and so we have it—by general consent."

No one objected; so I pressed my vantage: "To save time, we'll just get a consensus on all the remaining Hints."

In half a minute, No. 4 came through a winner. I copied it verbatim on the board: "Discussion Hint No. 4—Which parson do you prefer: Goldsmith's (lines 21-72) or Chaucer's (p. 47)? Why?"

I nursed a warm triumph. Sure enough, the most inane of the Discussion Hints had won hands up. Youth will always go for the Popularity Contest. Does it give them the chance to exercise their not-completely-won franchise? Or is it the inescapable by-product of our worship of the Common Man? Grant "de gustibus non est disputandum" in Literature, and the majority can't be wrong.

The Class Intransigent had his hand up. I yielded him the floor

with a Conqueror's generosity.

"Mr. G.," he began plaintively, "I voted for No. 7, about Goldsmith's mistakes in describing Georgia. And I still think it's a better topic. I remember back in elementary school, in our 5thgrade geography it never mentioned tigers in Georgia."

The Saboteur widened the breach: "I've been in Georgia,"__ no place is safe from this ubiquitous chap—"and Goldsmith was right about the lynching mobs he mentions."

My head swam.

"Where does Goldsmith mention lynching mobs?" I wanted to shout, but the Class Philosopher, who views all "sub specie aeternitatis" and likes to get the gestalt of things, beat me to the floor with: "Mr. G., why do we have to choose between just minute parts of each poem? Let's decide between the two poems entire."

The Class Non-Conformist, who always likes to think big.

blurted, "Let's pick the best poem in the whole book!"

The abyss yawned again. My swimming senses struggled against the unleashed forces of unfledged democracy's undertow. I grasped at a fancied gavel.

"The group has already made its decision," I affirmed between re-clenched teeth, "and besides we haven't finished the book.— What is more," and I here unclenched my teeth, "you're all four out of order! Sit down!"

This last strident stroke of firm chairmanship fell a bit flat because none of the culprits had been standing. I mulled an internal warning: "Get rid of the Chair, or you're lost!"

I said businesslike briskly, "We will now choose the student chairman to lead discussion of the problem already selected."

My catching the Saboteur's eye at this point shook my resolve -but too late.

His eye said, "Wait till I'm chairman."

I telepathed, "You won't be. Not if I can help it."—But I knew it was fated. I had voluntarily committed myself to 100% democracy.

Three-quarters of the pupils present were nominated. The Saboteur won by a plurality of four votes. His nearest competitor had only two. A smash victory.

I rose from my desk to crawl to the rear seat.

The bell rang!

"That must be a mistake!" I shouted.

"Assembly day!" responded the fleeing. "Short periods."

Grace alone sat looking up expectantly from her open assign

ment book: "Mr. G., you forgot the homework assignment for tomorrow."

HOW I DO NOT TEACH LITERATURE

Every class member who was not yet out the door turned in flight to project at her his most scathing look. (No individual pupil has yet admitted that my homework assignments fill his "felt" needs.)

Projecting one of my own looks, I growled, "A letter to the publisher suggesting that in his next edition he bind his Discussion Helps separately in a supplementary volume which we won't have department funds enough to order, and that he include instead a new category entitled Discussion Hindrances."

The fleeing members mustered the staccato laughter appropriate in midflight, and fled.

Grace paused from her dutiful entries in her assignment book, leveled at me a comforting gaze composite of unshakable faith and the easy confidence of the perpetual champ, and asked non-committally, "Shall I stamp and address an envelope too, Mr. G.?"

BACK TO NORMAL. When I keep a tight seat in the Chair, things run smoothly enough in my classes. Nonetheless, there abides a sense of defeat that I think must remain until I have mastered the technique of wielding the democratic classroom.

When I sometimes hark to the starry-eyed reminiscences of an English sub, trailing fresh clouds of glory and a long string of democratized classroom victories from his last-term's student teaching, I disconsolately wend my resigned way to my just moderately successful authoritarian English class where the torch of pupil freedom is usually only a synthetic mockery.

Especially at times of recall like this, I feel that I will never develop that much-praised technique. Can it be that one must be imbued with its spirit from the kindergarten? My pupils are certainly better at it than I am. As soon as 51% of the democracy is theirs, they come out winners. On ever rarer occasions conscience compels me to make yet another futile try, but even my third-term classes prove themselves primary school pros at "discussion in a democracy." Things never turn out my way.

A colleague at Bryant High School told me this apropos anecdote: His daughter (Third Grade) informed him, "In my class we go by Charity." When he requested, "Tell me about it," she gave the following description: "Well, we discuss everything, and then we vote, and then we count the votes, and then however it comes out, the Teacher says, 'Charity rules,' and that's how we do it—by Charity."

NATHAN H. GLICKSMAN

Bronx H.S. of Science

A GUIDE FOR TEACHERS OF ORIENTATION CLASSES FOR NON-ENGLISH-SPEAKING PUPILS

The main purpose of this brief description is to present in capsule form necessary background material for understanding the nature and organization of classes for non-English-speaking pupils, as well as to indicate the content and methodology to be employed in connection with the orientation phase of the program. The term "orientation" is here used to designate a twofold function:

- 1. Personal-social competence for effective group living.
- 2. Attainment of adequate knowledges and skills in the use of English.

Bibliography

A minimal reading list for all teachers who are interested in understanding the facets of the problem consists of the following, which are readily available:

GUIA de NUEVA YORK......Government of Puerto Rico
21 West 60th St, New York City

STRANGERS AND NEIGHBORS. . Dr. Clarence Senior
Gov. P. R., 20 W. 40th St., N. Y. C.

THE PUERTO RICAN BULLETIN. Dr. Mary Finocchiaro

Board of Education, New York City

MANUAL FOR TEACHERS OF
ADULT EDUCATION CLASSES. Division of Community Education

Suggested Content

Units in Orientation (From The Puerto Rican Bulletin)

- 1. Identification of Self
 Name, address, name of guardian and other family members;
 age, etc.
- 2. Orientation to School

 Objects in the room; rules and routines; location of offices; special rooms; clubs, G.O., assembly
- 3. Home and Family Relationships; living in the home; occupations
- 4. Personal and Community Help
 Food and nutrition; prevention of illness; health services
- 5. The Immediate Community
 Transportation; media of communication; recreational opportunities; consumer services; government agencies; places of interest
- 6. Vocational and Educational Guidance
 Opportunities; qualifications; useful forms such as social security blanks, employment certificates, etc.
- 7. Our American Heritage
 Holidays; national heroes; important documents such as the
 Declaration of Independence, the Constitution, Bill of Rights;
 national songs; Pledge of Allegiance

Knowledges, Skills, and Abilities

Knowledges, skills, and abilities in various subject areas should be developed in conjunction with the units on orientation.

LANGUAGE ARTS

Conversation: Greetings, identification facts; identifying objects; answering questions; social amenities; the weather; describing pictures; dramatizations; holidays; home, school and community

Reading: Readiness, reading words, idioms and expressions; sentences; letters; themes, simple paragraphs; forms; posters and slogans; emphasis on oral reading

Pronunciation: All vowels; consonants; particularly v, m, s, b, ng, th, t, ch and sh; y and j; h, r, wh, and z intonation patterns

Spelling: Functional words needed in everyday living; words related to themes

Writing: Penmanship drills if needed; heading a page in a note-book; board work, words and expressions; name and address; filling out forms; sentences; answers to questions; simple themes; scrambled sentences; simple letters; completion and multiple-choice exercise; writing original sentences containing words and expressions; short paragraph

Punctuation: Period, question mark, apostrophe in contractions and to denote possession

Capitalization: First word of sentence; persons and places; days and months; holidays

Abbreviations: Mr., Mrs., Co., Dr., A.M., P.M.

Correct Usage: Singular and plural forms; idioms; regular and irregular verb forms; personal pronouns; asking a question; use of negatives; prepositions—"the little words"; tenses—present, future, past, progressive; possessive and reflexive pronouns; adjectives and adverbs; contractions; order of words.

ORIENTATION CLASSES.
SOCIAL STUDIES

History and Civics: Observance and meaning of national holidays; Pledge of Allegiance; American Flag; National Anthem; good citizenship in school and community; city, state, and federal agencies; care of public property; current events.

Geographical Facts: Immediate neighborhood; transportation facilities; route to and from school; New York City—including people, industries, boroughs, rivers, bridges, and places of interest; relationship of New York City, New York State, and the United States; map study; neighborhood, boroughs.

Social Behavior: American manners, customs and conduct: Greetings, amenities; titles of address; saluting the flag; assembly decorum; traffic rules; table manners; behavior in recreation centers; using the telephone.

ARITHMETIC

Counting: Objects, pupils in class, books, etc.; cardinal and ordinal forms; making change

Reading and Writing Numbers: Age, class, address, date, calendar, telling time, chapter headings, etc.

Measurements: United States money; table units—inch, foot, yard, ounce, pound, ton, pint, quart, gallon

Vocabulary: Add, subtract, multiply, divide

Fundamental Operations and Beyond: To depend on level of ability and degree of competence in these processes.

Suggested Methodology and Practice

The basic psychology of learning applies with equal force in the teaching of Puerto Rican classes as with regular classes. The laws of interest and attention, recency and repetition, association of ideas, apperceptive basis, multiple-sense appeal, habit formation, self-activity, the "wholeness of learning," will still prevail in all learning activity. Of equal significance are the principles of learning which should be observed for optimum growth and development:

- 1. Pupils' experience and background as the starting point
- 2. Recognition of individual differences, with provision made for the individualization of instruction, group procedures, etc.
- 3. Pupils to progress at own level and rate
- 4. Effective motivation and approach
- 5. Appeal to interests, needs, and wants—"purposive learning"
- 6. Self-activity and group activity—"learning by doing"
- 7. Effective materials of instruction
- 8. Functional and integrated learning
- 9. Opportunities for socializing influences and activities
- 10. Proper budgeting of time and a desirable tempo
- 11. Readiness for reading and arithmetic
- 12. Maintenance of desirable relationships—establishing rapport
- 13. Definite and detailed planning
- 14. Provision for desirable atmosphere for learning
- 15. School conceived as living in the "here and now" rather than preparation for life

The effective teacher is fully aware of these concepts as well as a multitude of others, and knows how to apply them in his daily teaching activities. They are repeated here only for purposes of emphasis and reaffirmation; and to stress their intrinsic validity in their application to learning activities with Puerto Rican classes. In like manner it must be pointed out that all learning methods and activities approved and recommended in our current educational program should be utilized and implemented in the teaching-learning situations that are provided. These include such time-tested procedures as—

- 1. The developmental lesson
- 4. Audio-visual aids
- 2. Question and answer
- 5. Trips and excursions

3. Drills and reviews

6. Use of outside speakers

- ORIENTATION CLASSES.
 7. Dramatization
- 11. Unit procedure
- 8. Creative activities in art, writ- 12. Socializing activities, including ting, construction and music discussion, planning, etc.
- 9. Group work

- 13. Problem approach
- 10. Exhibits, displays, culminations 14. Opportunities for evaluation

Techniques and Devices

Since the inception of the program for newly-arrived Puerto Rican children, a number of devices and procedures have evolved which have proved to be particularly successful. These are listed below and are highly recommended to the teacher for adaptation in the program.

1. The Theme (Gouin method)

The theme serves as an excellent device in establishing communication lines between teacher and student. The method's general procedure is to prepare a series of simple sentences in logical and sequential order that may easily be illustrated or dramatized:

"I open the door."

"I walk into the room."

"I close the door."

"I walk to my chair."

"I sit down."

Many variations are possible with any one theme, and gradation in difficulty may be provided, beginning with the very simple theme exercise indicated above to more advanced forms, eventually leading to the complete paragraph.

2. The Experiential Charts

For each unit there is a chart of four to six lines:

"I go to school."

"I go to the playground."

etc.

The picture board will display pictures illustrating the theme of the week, initiating the following pattern:

Questions and answers
Review of the story
Dramatization
Illustrations
Memorization in some cases
Recitation

3. Picture Dictionaries

Each pupil constructs his own dictionary with an attractive cover. The vocabulary for the week is used for study in the dictionary. Old magazines are leafed through for appropriate pictures on schools, safety, the dentist, etc. The pictures are cut out, mounted in the book and labelled. The dictionary may be used with this activity.

4. Dramatization and Conversation

4. 1. Question and answer:

The pupils use the experiential charts as a basis for question and answer practice. For example:

QUESTION: "What is your name?"

ANSWER: "My name is ---."

QUESTION: "Where do you live?"

QUESTION: "To what school do you go?"

4. 2. Conversation—situations:

"I buy milk, etc., etc., at the grocery."

"I visit my friend."

"I ask directions."

4. 3. Charades

- 4.31. Acting out experiential charts
- 4.32. Acting out parts of reading material

ORIENTATION CLASSES_

- 4. 4. Physical activity games
 - 4.41. "Simple Simon" has two uses
 - -to practice following directions
 - -recess in the classroom between hour periods
 - 4.42. Records: "Songs to Grow On." Follow directions

4. 5. Picture charts on cards

- 4.51. Vocabulary cards. These are cards for beginning group with simple objects; e.g., shoes, chair, house, ball
- 4.52. Story situations

These are pictures which stimulate discussion and story telling. The pictures are mounted on oak tag, and are used for oral and written composition.

4. 6. Pictures

(Pictures file has illustration for all experiential charts, stories, vocabulary.)

- 4.61. Holidays
- 4.62. Seasons
- 4.63. Social studies
- 4. 7. Daily log. Pupils keep a diary of the previous day's activities.
- 4. 8. Drill techniques
 - 4.81. Pocket chart for flash cards, verbs, plurals, etc.
 - 4.82. Large flash cards

RITA N. FREEDMAN EMANUEL CARONE

The Clark Junior High School

INCREASE IN FOREIGN LANGUAGE STUDY

According to the compilation made by Dr. Theodore Huebener, Director of Foreign Languages, there has been an increase of over 1% in the enrollments in foreign languages since last year.

The largest numerical gain, 1,386, is in French; the largest percentual increase is in Italian. Spanish gained 1,208 pupils, or 2%; with its enrollment of 56,711 it still outstrips French by over 10,000. Italian, with 10,392 students, takes third place. German, with 5,455 is third, and Latin, with not quite 5,000 students, is fourth. Of the six regular languages offered, Latin shows the greatest decline, namely, 14%. It is the only language that shows a decrease in the junior high schools.

In that division all of the languages show considerable increases, which, however, are offset by shrinkages in the senior high schools.

In the junior high schools the gains are as follows: French, 2,224; German, 168; Hebrew, 486; Italian, 457; Spanish, 2,570. Due to the opening of a number of new junior high schools there are 5,727 more pupils in language classes. The greatest percentual increase, 56%, is in Hebrew.

The totals for all schools are as follows:

O	ctober 1952	October 1953
French	44,568	45,954
German	5,529	5,455
Greek	50	4
Hebrew	4,963	4,838
Italian	9,990	10,392
Latin	5,844	4,997
Spanish	55,503	56,711
Norwegian	109	90
General Language	505	166
-		
· Aid warmer war a	127,061	128,600

DEVELOPMENTAL MATHEMATICS FOR EMOTIONALLY DISTURBED ADOLESCENTS

This paper discusses an experimental arithmetic program which was instituted in a hospital school for emotionally disturbed adolescents. The students are in a psychiatric hospital for various reasons—observation, medical work-up, diagnosis, and disposition. Each child remains for an average stay of a month. There are many types of children, ranging from the tough delinquent through the entire gamut of emotional disturbances and organic mental illnesses. At any one time there may be in the class a Puerto Rican girl who knows no English, a mental deficient, a narcotics user, or a boy who is in serious trouble with the law. Academically, they are all generally retarded one to three years. The students come into the class with anxiety, hostility, and deep rooted fears of failure as a result of making poor school adjustments. In this article all incidents, lessons, etc., are real, but names and details have been altered to protect those involved.

New York City schools are now in the process of altering the mathematics curriculum from the generally accepted course to that of the concrete, conceptual type. By providing the child with an arithmetic program of this nature, we teach him basic knowledge not only by utilizing actual visual experiences, but also by providing him with successful experiences. Using representative materials gives the student the opportunity to express the meaning of the problem in his own words, and to verbalize the mathematical concepts involved. All of this is accomplished before he learns the written form of the problem. Standard materials in this type of program include bead-boards, play money, circles and parts of circles, woodsplints, pocket charts, numeral cards, sheets spaced into small squares. Almost anything at hand which can be turned to use is acceptable as an aid.

Although this program is now in use in the elementary grades, emotionally disturbed adolescents, who academically should be above the elementary grade levels, readily take to this program. They soon exhibit proof of their need for this manipulative learning. They rarely refuse on the basis that the materials are immature. They enjoy the tactile manipulations and the successes obtained while learning arithmetic—real learning.

FIRST PRINCIPLES. Many children are able to do arithmetic mechanically, without having an understanding of what they are doing. The teacher must often return to primary conceptions so that the student gains an insight and understanding which he formerly had not possessed. Only then can the student continue to gain new concepts and skills.

The teacher must locate those academic areas in which the new patient—now a student—is deficient. He accomplishes this through the use of a short series of tests made up by him. Among these tests is a graded one of arithmetic problems. The student's level of accomplishment (division of fractions, two-place multiplication, sixplace subtraction) is used as a guide for future work and study. Sometimes a quick review helps to bring him up to a higher level.

Instruction is usually on an individual basis. A student is started after all others have become busy with their own activities. Craft work, remedial reading, language arts, might all be in progress simultaneously.

CASE STUDIES. Barbara, age 14, came from a home where her mother had become involved illegally with a man, after the father had deserted the family. Her I.Q. was rated to be "low normal" but when she entered the classroom she seemed to be functioning on a lower level. She was very depressed. Testing showed that she was capable of doing third grade arithmetic and, specifically, could not do two-place subtraction with borrowing (exchanging). She was drilled in addition and subtraction, without writing the examples, and in less than thirty-five minutes she was accurately doing sixplace subtraction.

The next day she was shown the sheet of problems from which the teacher was giving her examples. This proved to her all that she had accomplished and made her eager for more. At that moment Lydia, age 16, came up to the desk. (She was in the hospital awaiting transfer to another institution for treatment as a narcotics addict.) Lydia had just completed a water color painting and was undecided about what to do next. She readily joined in and soon reached Barbara's level of study. The instructions given to Lydia provided a review for Barbara. The lesson continued with one girl checking the other.

Edward, age 14, requested permission to enter into the activity. (In his regular school, he had become involved in a fight over a pencil and the other boy had been almost strangled. Ed, therefore, was on the ward for observation and testing.) In a very short time a difficult problem was given to all three. The six-place subtraction included three exchanges and two zeroes. Lydia was asked to do the problem on paper while the other two used bead-boards. Imagine Barbara's pride when she obtained the correct answer before Lydia did. And what a lift to her emotions.

Obviously the teacher was more concerned with Barbara than with Lydia or Edward. Emotionally as well as academically, she needed more assistance at this particular instant. At another time Lydia and Edward received instruction at their own proper levels. In another situation, such as with craft work or science, the teacher's interest might be Lydia, or someone else. It also must be pointed out that these lessons are taken out of context from the entire school situation. The lessons described are samples of the way these children learn, within the framework of the school and the hospital.

Frequently a student enters who is able to do most of his grade level of work but is poor in one part of it. Such a case was Emilio, age 13. (A small, active boy, he was bright and eager. He and several friends were apprehended when they tried to steal some boxes of candy from a warehouse. His indifference to the morals involved led him here for observation.) In the classroom, fractions were his downfall. Using circle material as representative of experiences, he was doing fifth grade addition and subtraction of fractions within an hour. On each of the next two days he was given one hour's drill. Then came two periods of written examples without the aid of materials. At all times his work was good. With such success, it was easy for him to continue into new lessons.

James, age 12, was in the hospital to await placement. (His parents frequently quarreled bitterly and the last struggle resulted in the need for medical treatment for his mother and court for his father.) He was a bright boy who learned the use of the bead-board by voluntary observation. He enjoyed using it and induced other students to learn, whether they needed the knowledge or not. He

did a creditable job of it. He himself was up to grade level but he was invaluable in reinforcing the knowledge of the others.

Orlando, age 11, knew very little English, but he was well aware of money. (His parents worked long hours daily, and with so much freedom Orlando developed into a mean bully. He was here until something could be done about the home situation and about his social attitudes.) Through play money he developed familiarity with many English words. While he learned basic mathematics he was simultaneously prepared for language arts lessons. Several times an interpreter was needed, and Pedro, age 15, was used. Pedro needed this knowledge also but usually resisted all persuasion toward formal education. By doing the teacher a favor, Pedro absorbed quite a bit, in spite of his resistance.

Angelo, age 15, was another who came from a broken home. A boy of average intelligence, his great need for attention resulted in a constant stream of disconnected chatter. His knowledge of mathematics was good, except for the knowledge of time. He was embarrassed about this lack and showed it quite strongly when tested in class. A few private lessons given to him after school hours helped him over this hurdle. With less need to cover up, his speech slowed, closer to that of normal.

Yes, there were a few failures. Teacher-pupil relationship, strong emotional upheaval, hospital routine problems, lack of home visitors—anything could be the basic reason for such failure. A most dramatic example was David, age 15. He completely and absolutely refused any connection with numerals in a formal teaching atmosphere. No approach worked well, and he left the hospital as adamant as he entered. Perhaps with future emotional adjustment he may be able to accept the teaching of arithmetic, as well as other subject areas.

IN SUMMARY. Adolescents are mature enough to need little experiential preparation for this kind of mathematics. In most cases a lesson can be started without setting up a realistic practical example to work from. The use of representational material is sufficient to do the trick. Of course for a new skill or process, a founSYLLABUS FOR SLOW LEARNERS_

dation is laid through a discussion with the student. The discussion leads to a situation in which the new concept is involved. Preparation for such discussions is difficult, for the experiential backgrounds of the students vary so widely. Once the student is able to tell in his own words what the problem means, the development of the mathematics is easy.

In addition, though the program is set up for the lower grades. emotionally disturbed adolescents profit from it. They eagerly accept the manipulative materials and do not feel that the program is immature. The reassurances and successes derived from it assist greatly in providing security, a feeling constantly sought after by this type of child.

The arithmetic grade levels of most of the pupils have been raised through the use of this program in spite of the short period of attendance in the class and in spite of the personal problems facing every child.

This method of teaching mathematical concepts is still in the experimental stages. Probably over the years many changes in the curriculum will take place. Some concepts may be taught in other ways. Modification at all grade levels will surely occur. From successful experiences with the emotionally disturbed, teachers in this field and especially in this school are happy it is here to stay. It works, and works well. How much better, then, shall it work in a class of normal children?

RAY ROSENBERG P.S. 618M, Bellevue Psychiatric Hospital

AN AMERICAN PROBLEMS SYLLABUS FOR SLOW LEARNERS

For more than twenty years the writer has been struggling with the problem of what to teach senior classes of non-regents pupils in American history. For more than twenty years we have been struggling with unsuitable materials, with the inability of the slow learners to read even the most elementary history text. For all these years we have failed to make any real progress with these pupils until this past semester when we seemed to hit on a syllabus which offers a possible solution to the problem.

To this writer the problems of dealing with the slow learner of this particular group seemed to break down as follows:

- 1. The overwhelming majority of these slow groups are, and have always been, non-readers. Many have never read a whole book; many never read a newspaper, even of the tabloid variety. Reading a history text on any level was to them not only a difficult requirement, but a deadly, dulling chore which left them resentful and bored. Any course of study based upon extended reading was destined to failure, as the bitter experience of years had shown.
- 2. Their span of interest and attention was very short. Developmental lessons with the best motivation might carry them along for possibly twenty minutes of a period, usually even less. Beyond that time they were bored, their attention wandered, or they became problems in discipline. After a while they would lose interest in the whole subject with the result that cutting among such groups was always an irritating problem.
- 3. They learned virtually nothing from the usual history course. They came away with a garbled memory of a few facts that had no relation to their lives or even to each other. They never appreciated or understood the forces of history, or the method and purpose of history itself. They gained no new skills or abilities; they acquired no new concepts.
- 4. Repeated failure to understand the things we tried to teach made them cynical about teachers, about history, and about the very ideals of American life itself.

With the above analysis in mind we had in a previous term experimented with a syllabus based on the newspapers and current events, but the results were little better than the regular syllabi had produced. Yet this experiment did give a clue to one thing that was useful. The work with the newspapers had involved much committee work and this, they reported on a questionnaire, they liked. It was evident that what was necessary was an entirely new content.

Last semester then, the writer set out, with the suggestions and encouragement of his chairman, to prepare a tentative syllabus along different lines. We knew that we wanted a problems course, we knew what methods we would use, and we knew that we had to have a pretty definite course to follow. We did not intend to let the thing "grow" like the Topsy type of experiments that we had sometimes observed.

TOOLS OF THE SOCIAL STUDIES. It was quite evident, from our earlier experiments, that these slow pupils could not use the

very tools of the social studies. Textbooks, maps, graphs, cartoons, reference works, libraries, were all still mysteries to them; so our first unit had to be "A Study of the Tools of the Social Studies."

First came a series of practical lessons on the use of a textbook. Mimeographed direction sheets were prepared which required the students to perform such jobs as looking up topics in the table of contents in a textbook, looking up names in the index, using the map lists, and even making up bibliographies. All of this was with the object, not of reading the book (any text that was in plentiful supply was used), but of learning to use it the way a student of carpentry learns to use a plane.

Another series of lessons was devoted to the use of the library and its resources. Again a set of direction and problem sheets was prepared and the classes taken to the library and given freedom to locate and use the various reference works, the catalogs, the magazines, the newspaper files, the dictionaries and encyclopedias, and even the Readers' Guide. In every case specific jobs were to be performed. No formal developmental lessons were given until all had completed their problems, written their answers, and submitted them to the teachers. The discussions were kept strictly to the occasion and method of use of the library sources. The various reference works were brought from the library and further practice was given on new problems until the classes had lost their fear of these works. For one of their chief troubles had been, we found, an actual mental block about these things; they were afraid of this type of book, and continued use without any dangerous results to them removed this fear.

Still a third series of lessons was spent studying the newspapers, not for information but again as tools. They used the index; they located the editorial pages, the business section, and the other parts of the various newspapers. No particular newspaper was required; as a usual thing each row was assigned to do the various problems from different newspapers. As the lessons continued, the pupils themselves observed that certain newspapers were obviously more useful for social studies than others.

The final set of lessons was devoted to the making and reading of graphs, cartoons, pictographs, tables, and maps. Here again discussion was kept to a minimum. Use and construction were the things emphasized. The pupils were encouraged to bring and pre-

HIGH POINTS [January, 1954] sent graphs on specified sets of figures. Those who could draw sent graphs on specific of the day. Maps were studied to learn made cartoons on subjects of the day. Maps were studied to learn

how to read them rather than for specific locations or forms.

The above unit took about fifteen days, and now, having learned the tools, the students could put them to use.

THE AMERICAN PEOPLE. Unit Two was called "The American People". can People at Mid-Century." Its basic idea was to study the people of this country as we find them today. It was meant to answer such questions as the following: "What is the composition of our people by sex, age levels, income groups?" "What is the birth rate, the death rate, the marriage rate, the divorce rate?" "Are these factors changing, and in what way?" "How will these changes affect our lives, our problems, our laws, our economy, our history as a

The plan of operation for this unit looked impossible on the face of it for pupils of this type. It was proposed to study these questions by means of charts, graphs, pictographs, and tables to be constructed or reproduced from such works as the U.S. Statistical Abstract, the almanacs, charts and graphs put out by government agencies and by the National Conference Board. Material would have to be gathered from newspapers, magazines, and books. Work would have to be done in committee and reported on to the class. It was clear to the teachers that the pupils could not tackle such a job without a great deal of help, and therefore a great deal of time was spent by the instructors tracking down the appropriate charts, tables, and reading matter in as many sources as were available for class use. A set of mimeographed sheets was then prepared, setting up each of the questions raised about our population as a separate problem with sub-headings and specifying exactly where these questions were answered in the reference works mentioned. That the teachers undertook so much of the work at this stage may be explained by the fact that this was not a research course for the pupils. The real objectives were to be reached after the materials were pathered when the materials were gathered when they could be used as a basis for discussion of

It was also necessary to teach pupils the method of making and stening to a report with the method of making and listening to a report. We forbade the reading of the committee reports: we required and the reading of the committee reports: reports; we required each reporter to be ready to illustrate what he

was to say from the charts prepared by his committee. Listeners was to say to take notes, and to ask questions; and each inwere required and structor gave follow-up quizzes after each report to make certain that all listened. Class criticism was also required, and grades given for each committee were based in part upon the class estimate of its quality. The teachers, too, reserved the right to question, to criticize, and to suggest further development of the reports. It was also suggested that each committee consult with the instructor while the reports were being made up for presentation. These consultations had to be handled with great delicacy, for obviously it was not desirable to inject the teachers' ideas and opinions unless evident and misleading errors were getting into a committee presentation.

Looking back now, we marvel at our own hardihood in daring to start such a project with slow children. Yet it worked! These slow learners proceeded to copy, invent, and evolve an amazing series of graphs, tables, and pictographs from the recondite sources we have mentioned. The general enthusiasm was literally astounding; children who had long histories of resistance to homework actually begged to take home their charts for completion. Even more gratifying was the fact that they began to see where this research was taking them. They became eager to reveal to their classmates what they had discovered; they were able to interpret to the instructor what these materials were revealing in terms of

effect upon their own lives.

The committee reports were completely absorbing. We had anticipated that this period would end in boredom as before but it did not. The reason was simple. These reports dealt with real life situations. The girls who heard that the number of women in our population was rapidly out-stripping the number of men realized that this was their problem; that a solution meant something real in their lives. The graphic picturization of the growing proportions of aged in our population was not a remote event but a fact of life in their own families.

We do not say the millenium was reached in this unit. Some of the graphs were rough, some of the reports were pretty scanty, if you judged by college level standards. One child absented himself when his turn came to report. Sometimes we wandered a bit. On a Friday our discussion of the rising birth rate in this country wound up in a discussion of the falling birth rate in Ireland and its causes.

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but much to our delight this was the leading topic for essays in that week's Life and in the Sunday Tribune's "This Week."

Moreover the teachers spent a great deal of time and effort (and some hard cash) running down sources, buying materials, preparing directions. We had to beg and buy copies of the Statistical Abstract and the almanacs; we bothered the art teachers to distraction with requests for poster paper and paints, crayons and scotch tape. We moved from room to room looking for space to draw our charts; we took over the library day after day to complete our projects. We learned how badly we needed a social studies laboratory where these things would be at hand.

RACIAL ADJUSTMENT. Unit Three was called "Racial Adiustment." It involved a study of the problems of racial tensions in the city, state, and nation. Essentially this was a reading unit, but we soon found that this unit too required tables to illustrate the problems of segregation, pictures to visualize conditions amongst minority groups. We saw a CIO-produced picture called "Joe Davis," invited a speaker, drew cartoons, and recited life experiences. This unit proved to be most absorbing, especially since more than 80% of our children are themselves of segregated groups. This was a situation most of them met every day of their lives. They wanted it explained, they wanted suggestions for solutions. As a matter of fact the interest was so great that it proved impossible to complete the unit in the time originally allotted (fifteen school days). It was just chance, too, that while we were working on it the Supreme Court was hearing arguments on the segregation cases, and the racial questions in Africa were at a boil, but to us it was proof that our topics were life situations and that our syllabus was on the right track. It could be truly said that here was education functioning in the daily life of the child.

We found, too, that this unit gave teachers a chance to do real work in bringing to the surface and clearing up deeply buried feelings of inferiority and resentment. Pupils found their own burdens shared, their prejudices analyzed and explained away. We built attitudes directly instead of merely hoping they would develop.

WORLD LEADERSHIP. Unit Four was called "Problems of

SYLLABUS FOR SLOW LEARNERS_

World Leadership." Its objectives were to give some understanding of the changing position of the United States in the world and of the problems that have arisen out of that change. In addition we hoped to give extensive practice in mapmaking and reading. Teachers of both slow and normal groups had complained for years of the general lack of skill in reading maps; our intention was to give extensive motivated practice in this skill. As we traced the expansion of the United States, we traced it on a map of the world. As we discussed the various foreign aid plans we made more maps; the study of the efforts to unify Europe required a keyed map that brought the classes to a real mastery of the map of that continent. By the end of the unit most children had lost that fear of the map which we found to be one of the worst handicaps in working with them.

Out of this map study developed one of the most interesting concomitants. One of the boys came to his teacher with the complaint which teachers themselves had long made, that the stencilmaps prepared from the commercially available stencils were not clear enough for easy reading. He proposed to make his own stencil on a silk screen in his screen printing class, eliminating useless details and enlarging the map to a more useful size. The result was a series of screens of the maps of Europe, South America, and Asia so clear, so free from useless lines, and so readable as to have actual commercial possibilities. The screens are now being used to turn out a large number of these maps for use of the whole Social Studies Department. Here was true integration of subjects.

It proved difficult to get printed material on this whole subject on a level understandable by these pupils until as luck would have it, Our Times, published by the American Education Press, devoted a whole issue to the integration of Europe and the part being played by the United States. Here again it was demonstrated that a syllabus that was in tune with the times seemed to "make its own luck."

INTERNAL AFFAIRS. The conclusion of the fourth unit brought us to within two weeks of the close of the term and to our final topic. This was a study of "Current Problems in Internal Affairs." Here the topics were selected by the students from a list submitted by the teachers. The classes chose five of the ten suggested, and then in class discussion outlined what they would wish of the problems chosen were "Corruption in Government," "Crime in the United States," "Housing," "Universal Military Training,"

and "Transportation and Traffic."

The objectives were not only to provide information but even more important to give the pupils a chance to prove that they could use the newly learned techniques. For in this unit the teacher, after mimeographing the outlines, left the pupils to their own resources. It was the students' job to seek out the material. decide what to do with it, make the necessary graphs, and so on The scrapbooks were then submitted to class criticism for decision as to whether or not the committee in charge had done a good job. The results were among the most gratifying in our careers. It was not the quality of the scrapbooks that was so pleasing but rather the grasp of the techniques which they showed. From the moment they were set loose they worked with a sureness and an understanding we had never seen in slow pupils before. They made plans of operation, they assigned work to the necessary sub-committees, and they functioned in general as though this were second nature to them. Perhaps the most important sign of success was that they did whatever was necessary to complete the job. The committee working on "Corruption in Government," when it discovered that it would have to go back to read about previous governmental scandals, secured copies of textbooks and did all the necessary reading and summarizing without a murmur. These pupils tracked down the stories of the recent cases through newspaper files and the Readers' Guide; they sent away to their Congressmen for government committee reports. (These never did arrive, but the point we make is that they knew what to do and did it!) The committee working on UMT interviewed dozens of people and took pictures of those interviewed after the manner of the "Inquiring Reporter" in the newspapers. The "Crime Committee" visited the local precinct police for interviews with the experts. In fine, they did 2

IN SUMMARY.

1. The new content works. It is teachable and learnable. It is worth-while to the children; it functions in their lives.

SYLLABUS FOR SLOW LEARNERS_

2. The new content dictates the use of what all good teachers have agreed are the best methods. The integrated lesson, the best ideas of the "core," fall into natural use with this syllabus.

3. The new content directly builds the skills and attitudes which we previously only hoped for.

4. We have positive proof of the need for a social science laboratory. Half the difficulties we encountered were due to lack of a place to work on materials of this type with the methods required.

- 5. We must not give up our standards or our usual checking methods. Pupils are not so likely to listen even to the most interesting reports unless they know they will be held responsible for what they are supposed to learn. Summaries and reviews are just as necessary with this material as with any other. In other words, the ideas being taught may be different, but the laws of learning and retention must still be observed.
- 6. There will still be a small but annoying percentage of shirkers who must be stimulated by the teacher to make contributions when social pressure fails. One of the chief results of the syllabus was the virtual disappearance of shirking by the end of the term.
- 7. The new content requires a resourcefulness from the teacher that was never needed under the old. The teacher must constantly search for new materials, for new problems. The teacher must provide the initial awareness to the times and its problems that the limited background of the pupils forbids. Plans made in the February term may not be usable in September; constant revision becomes a necessity.

IRWIN S. ROSENFELD

Textile High School

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MR. SHAKESPEARE ON THE CHAIRMAN'S VISIT

If it be now, 'tis not to come; if it be not to come, it will be now; if it be not now, yet it will come: the readiness is all.

Hamlet, V.ii.

Book Reviews

TEEN-AGE GANGS. By Dale Kramer and Madeline Karr. Introduction by Senator Kefauver. Henry Holt & Co.; 1953; \$3.00.

Teen-age gangs make the headlines with disquieting regularity. The teen-age gang is not a new phenomenon. But in its modern form with its pitched battles and frequent use of lethal weapons, it increasingly demands pitched battles and frequent use of lethal weapons, it increasingly demands the attention of those who work with and seek to educate young people. They will want to understand the socio-economic climate that fosters the growth of gangs and the complex of motivations that lead to gang membership. They will want to know what can be done to prevent the formation of aggressive, anti-social gangs; they will want to know how to combat and redirect the unwholesome activities of existing groups.

Kramer and Karr, in the book under review, provide an excellent introduction to the subject. They have used a novel approach: rather than present arrays of statistical data, they relate three fast-moving stories that hold the reader's interest. The three narratives are composites and are based upon real people and authentic situations. They ring true and provide meaningful insights into many facets of gang life on the crowded streets of New York. The first story describes a Brooklyn gang fight—with a rival group. The second focuses upon a Puerto Rican boy and the forces that lead to his emergence as a powerful gang leader, his involvement with narcotics, and his ultimate death in a hallway. The third tells of the articulate and literate Money John and his colleagues of the Atomic Jets, their aimless daily gang existence, and their drift toward violence.

In the concluding section of the book, the authors turn their attention to causes, the attitudes of gang youths, the role of the police and the courts, the work of the Youth Board, and preventive measures. They find that societal and parental rejection is the principal motivation behind gang membership. They see a remedy in improved housing, better educational and recreational facilities, broader mental health programs, and more effective coordination of the community agencies concerned with the problem. The final few pages contain an interesting glossary of gang terms.

Kramer and Karr have performed a useful service by providing a quickly read survey of the field. Their book is, however, limited in scope, and it offers little in the way of specifics. This reviewer was disappointed to find no reference to the teen-age gangs found in the outlying areas of the city where one-family homes predominate

JACK G. DEUTSCH

By the Educational Policies Commission. National Education Association, \$2.00.

Education for ALL American Youth is a revision of the publication with the same title which was first printed in 1944. Since then, it has undergone eight printings each of which trained a generation of neophytes. Nor is

there any reason to believe that Revision 1952 will not continue the work of its famed predecessor. The bulk of the material (all, as a matter of fact, of its famed predecessor. The bulk of the material (all, as a matter of fact, but the first two and the last chapters) is virtually the same as the old. One can still distil from these pages the mellifluous phrase and the sanguine slogan as armament in war on ignorance and apathy. The verbal formularies of the Educational Policies Commission are very useful, and at times, vital for the conquest of all fifty dragons.

The report of the Commission is optimistic for the future. We have come a long way, it feels, since the first days, seventy years ago, when public secondary education became part of the required training for all American youth. We have come this way in spite of an unprecedented numerical increase and expansion of activity experienced by the secondary school. We have come a long way, but at best we are midpoint from the goal of secondary education. That goal is the full accommodation of the school to the social need; the gap between the school program and the social need is still a large one.

In spite of the introduction of new subjects, of non-academic instruction, of relative independence from college desiderata, of vocational education, etc.—the traditional curriculum still lingers and all too many youth see in this curriculum nothing that relates to their own plans and ambitions for adult life. And still too many teachers are victims of the prejudice that failure in the traditional curriculum points up the lazy or

stupid youth.

The Commission feels that the needs of youth are fairly clear in this epoch. The predominant fact in the life of the male youth is the period of military service following their high school years. The job of the school is to make them aware of the need for their sacrifice and to lead them to feel a sense of duty and honor in their task; to help them feel a continued community interest in them during their absence; to enhance the feeling of security in their education or work future following their discharge.

Schools can do no better than to launch pre-orientation programs stressing special instruction in mathematics, science, electronics, communication, ethical and moral conduct under military conditions, and the location,

background and culture of foreign peoples.

In this last chapter (one of the new ones) the Commission has a report upon the activities in the field of secondary education of twenty-two high schools spread from New York to California and eight State Departments of Education. Apparently the Commission made no effort to compare the existent programs with the pre-orientation goals set forth above. A reading of the activities recorded reveals a traditional concentration upon personal guidance with an emphasis upon careers, or upon preventing dropouts, or (as in one case) upon personal-social development, marriage and family relationships and social problems related to democratic living. Vocational education receives considerable emphasis, but little of it is directly concerned with pre-military orientation. Then there is the by now customary use of community resources, visual aids, health services, and the like.

Do not expect, if you read this book (and you should), to find a critical,

HIGH POINTS [January, 1954] scientific work appraising current practices. Perhaps this should not be the

scientific work appraising currents which they are doing—namely, formulation of the EPC. Perhaps that which they are doing—namely, formulations of the broadest trends, looking formulations. function of the EPC. Perhaps dans of the broadest trends, looking for the lating important generalizations of the broadest trends, looking for the lating important generalizations lating important generalizations the poorest practices, accentuating the Positive widest social gains instead of the poorest practices, accentuating the Positive widest social gains instead of the positive over the negative, and raising the banner of hope instead of a wet blanker over the negative, and raising the banner of hope instead of a wet blanker over the negative, and raising the banner of hope instead of a wet blanker. over the negative, and faising and continue to do. The end-result of the of cynicism—is what they should continue to do. The end-result of the of cynicism—is what they believe the most concrete reading is an ineffable feeling of pride in being part of the most concrete reading is an ineffable feeling of pride in being part of the most concrete reading is an inchange recting and continuous of American democratic practices: that of educating All the American youth to decent manhood and responsible citizenship.

(It is interesting to note that among the members of the EPC when the (It is interesting to have Dwight D. Eisenhower, James B. Conant, and

our own William Jansen.)

IACK C. ESTRIN

THE EXPERIENCE OF POETRY IN SCHOOLS. Six essays on various ways of presenting poetry in secondary schools. Edited by Victoria V. Brown. Oxford University Press. London: Geoffrey Cumberlege, 1953. 187 pp. \$2.25.

The six essays which comprise this book are concerned with different ways in which young people may experience poetry. They are entitled "Talking About Poetry," "Speaking Poetry," "Acting Poetry," "Illustrating Poetry," "Writing Poetry," and "Leaving It Alone." There are also bibliographies, lists of technical terms, and reproductions of some children's work in illustrating poetry.

The writers are teachers, or lecturers in training schools. As for the pupils—"This book chiefly concerns the Secondary Modern School, where we have children between eleven and fifteen years, most of them of aver-

age ability, a few above average, and many below."

Each of these articles has been written by a skilled worker in the field covered. One gets an impression of highly professional knowledge, of love of poetry, and of a sincere desire to have the children share the joy of poetry. Each exercise is presented and evaluated with that end in view; the reader is warned of its pitfalls and limitations, and reminded of its

The children are younger than those in our senior high schools. Some of the methods would be more easily used with younger, less self-conscious groups. However the varieties are with younger, less self-conscious fresh groups. However, the variety of the approaches to poetry, and their freshness, as in the chapter on "Country and their fresh approaches to poetry, and their fresh are the ness, as in the chapter on "Speaking Poetry" and "Acting Poetry," give the book value for reference and for inspiration.

GERTRUDE JENNER

Book Notes

THE WORLD THROUGH LITERATURE, edited by Charlton Laird; Appleton-Century-Crofts, Inc., New York; 506 pp.; index; 1951.

This book, prepared under the sponsorship of the National Council of Teachers of English, provides excellent background material for teachers of English. Various experts provide brief but informative synopses of various literary fields. These are the areas covered: Primitive Literature. Far Eastern, Indian, Near Eastern, Hebrew, Greek and Latin, Italian. French, Spanish and Portuguese, German, Scandinavian, Slavic, and Latin American Literatures.

Of course, in the limited space allotted to each area the authors can do no more than present some of the highlights. Yet the reader comes away from each with a new feeling of appreciation and understanding. The book helps to give perspective to the magnificent literatures of England and America. It might well borrow as its subtitle a title from the Chinese: "All men are brothers."

DICTIONARY OF WORLD LITERATURE, edited by Joseph T. Shipley; Philosophical Library, New York; 453 pages; new, revised edition 1953; \$7.50.

This handy reference book contains a wealth of information on a variety of literary subjects. It contains more definitions of rhetorical and literary terms than any other similar work I am familiar with. In addition it contains longer articles on various schools of criticism. Definitions are concise and accurate. Cross-references avoid duplication.

As an all-round desk book and reader's companion it ranks high. It differs from Benet's well known volume in emphasis and scope. It is more inclusive, technical and specialized in its treatment of literary terms. It does not include plot summaries or allusions. It is a particularly useful book for teachers of English and languages.

HAMMOND'S NATURE ATLAS OF AMERICA. By E. L. Jordan; C. S. Hammond and Company; 265 pages with index; 1953; \$7.50.

The title is a good clue to the contents of this volume. Though it is not meant to be a complete and exhaustive compendium of American natural history, it provides a charming introduction to the entire field, with enough material to whet anyone's appetite for more. It presents highlights in the fields of minerals and rocks, trees and wildflowers, birds, mammals, fishes, amphibians, reptiles, insects, and climate. For each of these fields helpful outlines are provided, along with maps and brilliant illustrations.

For each area the author has selected outstanding examples for illustration and comment. Forty-eight wildflowers, for example, are presented in color with accompanying text. Additional information is presented at the HIGH POINTS [January, 1954]

back of the book. The descriptive paragraphs accompanying illustrations are masterpieces of concise, accurate, almost poetic statement.

are masterpieces of concise, accument the traveler "can see American nature best."

Excellent maps show where the traveler "can see American nature best."

Tables summarize information by areas and by states.

Tables summarize information of This is a book for browsing and for interesting students in the field of nature history.

HENRY I. CHRIST

A YOUNG LADY IS EDUCATED

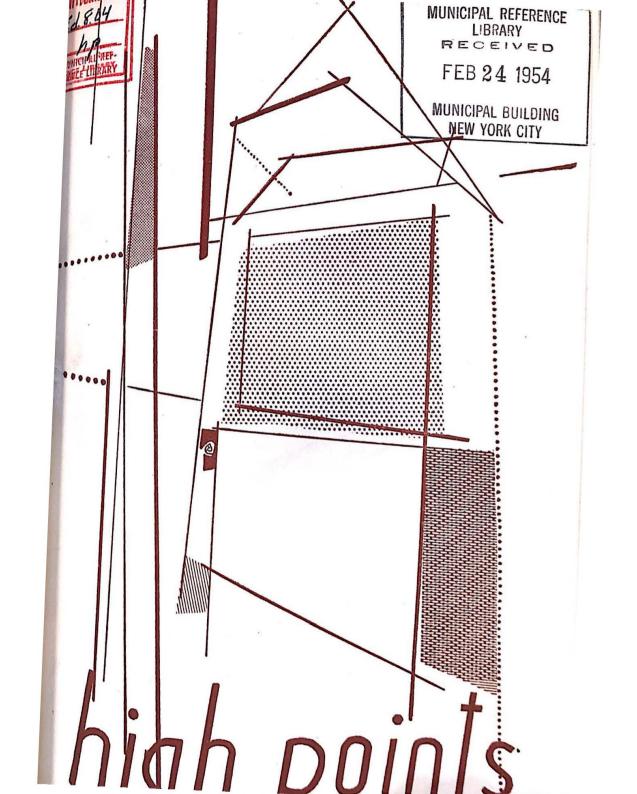
The Abbey School at Reading where Jane and Cassandra were sent was kept by an elderly lady called Mrs. Latournelle. . Mrs. Sherwood, who went to the Abbey School about five years later than the Austens, has left a vivid account of it in her autobiography.

It was true that her (Mrs. Latournelle's) cap and neckerchief were always starched and spotless, that her parlor was hung round with pictures of urns and weeping willows embroidered in chenille; but she was at the same time stout and very active, although she had a cork leg, and Mrs. Sherwood estimated her capacity as fit for nothing but giving out clothes for the wash, ordering dinner and making tea. She added that so far as she could remember, Mrs. Latournelle's conversation was never so fluent as upon the topic of plays and play-acting, green-room anecdotes and the private lives of actors.

The school buildings were romantic, formed in part as they were of the old gatehouse of the Abbey, and surrounded by a spacious, shady garden, very delightful to the girls on hot summer evenings. The régime was easy-going in the extreme. Provided the girls appeared in the tutor's study for a few hours every morning, they could spend the rest of the day gossiping in the turrets, lounging in the garden or out of the window above the gateway, quite undeterred by the jovial old lady of the cork clean and comfortable. Altogether it seems to have been a school in a thousand

The Austens' stay, however, was not a lengthy one. When Jane was nine they returned home, and from that time they never left it. Mr. Austen had sent his daughters away for the benefit of a young lady's education and they may indeed have scrambled not arduously promote a girl's education, at least she did not, like some schoolmistresses, go out of her way to obstruct it; but gained in the years between nine and sixteen which she spent under her father's care

-Jane Austen, by Elizabeth Jenkins (Pellegrini & Cudahy)





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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editor, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX
which is on file in libraries.

ROBERT L. SCHAIN Thomas Jefferson High School

Among the many issues raised during the past few years concerning the learning process has been the question of the value of homework as an aid to learning. Readers of HIGH POINTS will recall the many articles that have appeared on this subject both attacking and defending homework as a learning tool. Some have described limited experiments attempting to illustrate the results of homework in student achievement and growth. Thus far, discussions and experiments have been largely concerned with the traditional concept of homework—the assignment of a specific number of pages to be read and the writing of answers to assigned questions dealing with the material read at home. At the conclusion of this article I shall discuss this concept of homework further, but at present I should like to add some data to the arguments and facts that have already been presented on this subject in previous articles.

At this point I should like to state that I am dealing only with the use of the traditional concept of homework as a tool in the social studies, and do not intend to make any applications to its use in other fields.

THE EXPERIMENT. This past spring my chairman and I discussed the homework question and decided to try an experiment of our own. As it was late in the term and difficult to change programs, we decided that I should use one of my American history classes for both the control and experimental groups for our purpose. It was a normal academic class with an I.Q. range from 149 to 88. I therefore planned to use two specific units of the curriculum for the experiment. Our procedure was to be as follows:

For the first unit, one half of the class would be given an assignment each day while the other half would do no assignment at all. The assignments were distributed to the students on mimeographed slips each day at the beginning of the period. The actual lesson would cover the advanced topic so that both the homework and the non-homework groups would be able to participate in the discussions. For the approach to each lesson in class, all would join in, as it would usually deal with a current

problem or a topic covered before (both correlated with the problem or a topic total problem or a topic total was to be covered, the non-home stage where the new material was to be covered, the non-homework group would be referred to the pages in the text that covered group would be telescope while the group that had prepared the specific question, while the group that had prepared the work would discuss the problem. For medial and final sum. maries the entire class would join in the discussion. The next day a short-answer quiz would be given to the entire class on the material covered the day before in class, while at the end of the unit a full-period essay test was given.

After a two-week interval (caused by uniform examinations) we would take a second unit and reverse the groups, following the same procedure as before.

Our purposes were fairly simple. We wanted to see not only if students learned more by doing homework, but if they felt more secure by doing work at home. The test results and participation in class discussions would give us our information.

I was assisted by one of my pupil-teachers, who did a great deal of detailed work in checking the I.Q. rating of each student, his previous social studies record, the homework handed in by the prepared group each day, and similar matters.

Let me say at the outset that we realized that there were many limitations to our experiment such as these: the possibility that some of the prepared group might not do the homework well or might even copy it from a fellow-student; the possibility that the fear of a non-homework student that he was missing work might induce him to do the homework; the study habits that had already been formed by the time the experiment was begun; the brevity of the experiment; the lack of tight controls on both groups; the difficulty in conducting an open-text and an inductive-deductive lesson simultaneously; and the many other difficulties that lay in the way. However, we felt that even such a limited experiment would present some further evidence on the question of the value of homework in the social studies.

THE PROCEDURE. After dividing the class into two approximately equal and appro mately equal groups (from I.Q. records and previous social studies marks) I took with the class into two marks) I took with the class into two marks in the class into two marks. marks) I took most of one period to explain the experiment to the class. I took them in the class of the experiment to the class. class. I took them into our confidence in all respects (except as their respective residence) their respective ratings on our scale) and tried to enlist their confidence in all respects (exception) HOMEWORK EXPERIMENT fidence and cooperation in order to make the experiment as much of a success as possible. Their questions and reactions seemed to of a such that we would have as much cooperation as we could reasonably expect, and so I began with the first assignment in the first unit, "How Nationalism Developed After the War of 1812."

On the first day of the experiment, the class as a whole seemed to feel a bit strange about the whole thing. Some of the students who handed in homework apparently felt that this was not to be taken too seriously, because the quality of the work handed in was not of the highest calibre. Responses of the prepared students were much more frequent and sustained than those of the unprepared group. As the days passed, the class seemed to acclimate itself to the plan we had adopted and even the unprepared were eager to take part in class discussions. Some even finished their reading in class faster than we expected in order to participate in class work. We also noted that some of the students who had done very little class work throughout the term began to participate much more than before. I asked two of these students why this was so, but none seemed to be able to point out any incentive that the usual motivations had failed to achieve.

By the time we had started the second half of the experiment the class was used to the procedure and things ran fairly smoothly. With the exception of two students who admitted (at the conclusion of the second part) that they had not done the homework themselves, all seemed to enter into the spirit of the occasion.

THE RESULTS. It seems pertinent to indicate at this point that both my chairman and I went into this experiment with no preconceived convictions on the subject. We were as interested as any conscientious observers and teachers in finding any evidence to support a conclusion that would lead to better teaching and learning. Thus, while it was natural for us to await results of the tests eagerly, we were pleasantly surprised to find that the class as a whole shared our anxiety to the point that they would continually ask about the results. However, no information was given until the entire experiment was concluded and all data tabulated.

Following are some of the test results:

1. In the daily short-answer tests, the homework group in the

first half of the experiment averaged 72.5%, while the non-home work group averaged only 65%. When the groups were reversed the group now doing homework averaged 78.8%, while the non-homework group achieved a 72.5%. There was only one instance in the whole sequence of short-answer tests when the non-home work group had a better daily average than did the prepared group. This might be explained by the unusual difficulty of the daily test which produced poor results from both the prepared and unprepared groups. On the other hand, the homework group did better than the other group in the other daily tests, exceeding the unprepared group with averages of from one point to nineteen point each day.

2. For the full-period essay-test after the first part of the experiment, the homework group scored an average of 84.9%, while the non-homework group averaged 68%.

In this part of the experiment, the homework group scored five marks of 100%, four marks ranged from 90-99, and there were only two failures. The unprepared group had two marks of 100%, four from 90-99, and there were five failures.

3. The essay test for the second part, with the groups reversed, found the now-unprepared students reaching an average of 74.7% compared to the homework group which scored an average of 83%.

The non-homework students scored five marks ranging from 90-96 and had five failures. On the other hand, the homework group had seven marks from 90-98 and had but one failure.

4. An analysis of the results showed that the brighter student did well whether or not they did homework, although they scored somewhat higher marks when they were in the homework group. The poorer students were absolutely lost when they did no homework, while they did better when they did homework. The "aye" student scored much better marks while in the homework group.

In summary, it seems that homework does contribute to the learning process, especially to the "average" student and the slower learner.

With the exception of five students, the class seemed to feel that homework was necessary both to learning and to their mental security in the class. Following are some of their statements:

"I learned equally well with or without homework. Therefore I think it is not necessary to give homework because it is easier for the student and teacher." This student was one of the "top" students in the class, and it is true that he scored very high marks in both parts of the experiment. Perhaps the reviewing he did for each examination (which was permitted) helped overcome the lack of homework for the advanced lesson.

"I believe that in history written homework is unnecessary. In my opinion I got more out of the discussions in class than the time spent at home writing answers which I copied straight from the book." He was one of the better students.

"I myself like it better when I do homework because I know what the lesson will be about. Also when you study for a test you have your homework to look over." This boy was in the "average" I.Q. range, but he did very well in classwork and tests by dint of good effort.

"During my stay in the non-homework group I didn't feel as sure of my work as when I was in the homework. In the non-homework group I couldn't participate in the discussion which I enjoy very much. While I feel that written homework is unnecessary, my conclusion is that homework is necessary." This comment came from the student with the highest I.Q. score in the class.

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"I feel that homework is necessary for the student so that he may understand the subject when it is brought under discussion. Homework should be given. You learn better and to a fuller extent." This from an "average" student.

"In all I conclude that doing homework is better because I learn more and it is easier to prepare for 'uniforms' and class tests..." Also an "average" student.

One of the slower learners in the class stated: "I myself feel that I do better doing homework. I learn more and also know what I am talking about when called on in class."

Another of the "poor" students commented: "I think that a person needs homework because homework prepares you for the lesson, and if you don't have homework you wouldn't know what's going on."

Here are opinions of two students who seem appalled by the thought of no homework. Both fall in the "average" range. "I feel that there are no advantages at all to not doing homework. If there is no homework, you don't know what the teacher is talking about, and I feel that leads to a great lack of interest in the subject." * * * "I feel that this experiment did not help me. The bad points were that we should have homework. No student can learn without homework. . . I definitely think this experiment was a flop because in order to learn you must read and do homework."

Following is a very frank, if not profound, observation. "I think that the experiment was a tremendous success because it gave the different pupils of the class a week's rest from doing homework." This was the unsigned paper.

Finally, we have what might be called a good, terse summary of many of the stated opinions and probably unexpressed thoughts. "I think that although 'no-homework' is pleasant, it is not as useful to the student."

The foregoing opinions point to the deep-seated fears that most students have concerning learning without homework. They obviously need that "crutch" even as a morale-booster in the learning process. Thus, in addition to securing better test results, homework seems to achieve better psychological results.

HOMEWORK, YES! STATUS QUO, NO! Do these conclusions indicate that we should continue giving assignments day by day? If we continue to conceive of homework in the traditional manner—the assignment of a definite number of pages to read and

HOMEWORK EXPERIMENT

the writing of answers to specific questions to prepare for the next lesson—then this little and limited experiment would indicate that we should continue this practice because it achieves better results both in written tests and in bringing peace of mind to our students. However, newer philosophies of education and of the learning processes indicate that homework should be of a different character to fit the newer concepts of teaching and learning. It is not the intention of the writer to delve deeply into this topic at present but the "facts of life" in secondary education in recent years point to a need of avoiding the practice of assigning pages of advanced work to students. We are getting away from "book learning" alone and moving toward experiential learning which can then be cemented by homework on applications and consolidations of concepts, skills, and knowledge learned.

As I indicated in my opening remarks, this article was motivated by the controversy over the question of homework that has appeared in several issues of HIGH POINTS in recent years. I trust that we can now shift the emphasis in this discussion to the other phase of homework that I have suggested in the preceding paragraph and attempt to evolve a sounder and more practical philosophy and practice of homework.

It is only by appealing to the real interests of our students rather than to the narrow appeal of "fear"—fear of test results, fear of failure in classwork, fear of failure for the term—that we can hope to succeed in educating pupils to the real values and fun of doing homework.

We social studies teachers have often had to listen to the plea of a harassed student that it was impossible for him to spend so much time on his daily assignment and that he could not absorb much of the data and concepts at home. Yet this very same student who complains of his "inability" to learn "so much" at home by his own efforts, will very probably be able to tell any willing listener the batting, pitching, and fielding averages of every player on his favorite baseball team and possibly in the whole league! When we think of the tremendous amount of time, energy, and capacity to learn that is involved in such knowledge—learned by himself—we realize that the basic problem in both classroom teaching and homework assignments is the attempt to reach the

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real interests of our pupils. Once that is achieved, the student will see for himself why work must be done at home, and will expend the sincere effort to learn by himself, which is the sine qua non of learning.

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THE GOOD OLD DAYS

In due course the elder James, always experimenting, removed William and Henry to the greater establishment of Mr. Richard Puling Jenks at 689 Broadway where they were pupils during 1853-54—that is during Henry's eleventh year. Mr. Jenks was a rotund, bald man with a barbiche, who nursed his ferule and whacked occasionally, although Henry had no recollection of ever being the recipient of so much attention. Mr. Coe was the drawing master, tall, white-haired, and affecting a great cloak. What impressed Henry was that so tall an individual produced such miniature drawings "as if some mighty bird had laid diminutive eggs." Mr. Coe, he added, laid his "all over the place" and Henry in his old age could remember the very smell of the tiny panels he painted. He taught the boys to draw crooked cottages, feathery trees, browsing beasts. The third member of the Jenks faculty was the writing master, Mr. Dolmidge, "a pure pen-holder of a man," who taught the boys how to make complicated flourishes. The school itself was recalled by Henry as a couple of "middling rooms, front and back, our close packing, our large unaccommodating stove, our grey and gritty oilcloth, and again our importunate Broadway. . . . Up out of Broadway we still scrambled—I can smell the steep and cold and dusty wooden staircase; straight into Broadway we dropped—I feel again the generalized glare of liberation. . . We must have knocked about in Broadway, and in Broadway alone, like perfect little men of the world; we must have been let loose there to stretch our legs and fill our lungs, without prejudice either to our earlier and later freedoms of coming and going." The stove scorched without warming and Henry wondered how he could have been put into a school with such a "deficiency of landscape." For Henry there had been nothing comparable to the playing fields of Eton, only the dusty, noisy streets of old New York.

- "Manhattan Schools," in Henry James: The Untried Years, by Leon Edel (Lippincott)

This article is a sequel to the one titled "Freedom With Responsibility" which appeared in the February, 1953, HIGH POINTS, presenting a method of procedure with various types of classes in mathematics. The response of the readers was most gratifying in the form of telephone calls, letters, and personal comments. The following quotation from one of the letters is worth mentioning here: "Your thesis so much reminds me of the pedagogical axiom that education is most worth which aims to render the child more and more capable of self-direction. Therefore, it follows that squirtgun teaching be replaced by a procedure in which the learning rather than the teaching process becomes the focal point. I am interested in carrying your thesis a step forward. After the child has learned by himself, he may be permitted under careful supervision to share or to exchange his knowledge with his fellow students." This suggestion deserves serious consideration since it is another phase and an expansion of the procedure described in the article.

PUPILS' RESPONSES. Many of the comments that reached me included the question, "What did the pupils think of this classroom technique, and how did they react to the opportunity for freedom with responsibility?" As the teacher of the classes, I was necessarily concerned from day to day with the attitude of the pupils. Failure or success depended entirely upon their reaction to my treatment of them. And so, before the end of the term they submitted an expression of their opinion in writing with or without signing their names as they pleased. They were to feel free to be frank and truthful. Here are quotations from some of them:

"Although I sometimes found the homework creeping up on me, I like this way better because the responsibilities put on our shoulders now give us an opportunity to be ready for the responsibilities we will receive later in life." (From a girl in a geometry 2 class who struggled during the term to get the work and finally passed.)

"I like the way the home assignments are given out because you

feel that you are grown up and you are not treated like a child. You are really your own teacher when you get home. You never have to rush, and still you always get your work done on time."

"I think your method is very good. Your giving of frequent tests makes the person study, and after the tests you clear up questions. The only disadvantage is that if a person puts things off, the work will pile up and he won't be able to do it." (From a boy in the geometry 2 class who passed with a final mark of 90.)

"Upon entering the class in February, I found it a bit difficult working the assignments; but after a while I became used to it and I enjoyed the way the work was handed out."

"I think that giving the home assignment in advance is a very good idea. It gives the pupil a chance to do his work in advance and also whenever he wants to do it. It leaves to the pupil's honor to do it by himself and not to copy. It gives him a sense of responsibility."

"Sometimes of course I could not get the new work by myself, but many times this method enabled me to try harder and to get the work by myself. Had the work been carried on in the usual way, I might not have tried as hard. I think more teachers should use this method." (From one of the weakest members of the class in intermediate algebra.)

"I have been able to plan my homework in such a way that all of it was spread out in equal amounts each night. If every teacher used this method, I think that there would be a considerable reduction of unprepared pupils."

"It is my opinion that the method is sound. I like the idea of spread-out assignments and at times learning a new topic by my-self." (From a boy who was at the top of the class and is now a Ford Scholar at Yale.)

"I am concluding this term of mathematics (intermediate algebra) with a sense of having learned and understood practically all the work because of your different way of handling the class. You gave a certain amount of freedom in learning part of the work on our own. The freedom and responsibility you gave way of teaching that I have rarely found so far in my high school put on our own once in a while. I learned my work with much more ease and less tension than in other classes."

"This term has been an usual experience. It left me to decide for myself how much to do at a time and on which day to do it. The doing away with the pressure left me more time to study

leisurely or to occupy myself at another task. Your method gives the student a sense of responsibility which is more important than all the knowledge you could force on him. It has taught me to budget my time and has given me a fondness for mathematics."

"In college, students are expected to teach themselves. It is, I am told, rather difficult for most students to make the transition because they have never before run into anything quite like that. Now I have an idea of what it is like."

"I should like to say that with one exception your method is the finest imaginable. As soon as I get the assignment sheet, I divide up the work into approximately the number of examples I will have to do each day. Sometimes it occurs that you teach a topic either before or after the time for which I have prearranged my assignment. So, if it is possible, I—and I am sure many others—would find it extremely helpful if you were to write next to each topic about when it is to be taught. I find your method much more effective than the note-book work of other teachers I have had." (From an average student who worked very hard to earn his passing mark.)

"I am convinced that homework is essential to efficient learning; and I consider the expression 'freedom with responsibility' as the essence of the whole scheme. The recent trend is to give students a greater voice and freedom in arranging their own affairs. Your plan included this feature, yet retains the most important item, 'responsibility.' The student must be impressed with the importance of continued perseverance in his studies. But, he should not be completely dictated to. He should rather be permitted to handle his plans for himself and to make his own decisions. Our high school years are the formative ones in which we develop habits we carry with us for the rest of our lives. If our teachers are able to instill in us proper study habits and a sense of responsibility, and can get us to budget our time for studies, then they have certainly accomplished something." (From one of the good students in the class, a very earnest boy who takes all his school work seriously.)

NAYSAYERS. I do not wish to give the impression that no pupils objected to the scheme in its entirety. Such pupils seemed to prefer not to express their opinions in writing; but, in conferences with them when they were failing early in the term, several of them said, "We cannot study by ourselves. We like to have the knowledge pumped into us as was done in other classes in mathematics, and as is being done in other subjects." Of course,

what they meant was that they had not been given the opportunity to study by themselves, nor had they been required to vary from a traditional method of classroom procedure that with many teachers had become sacred. Other pupils said, "We prefer to be told exactly what to do for each day. We cannot decide for our selves." It took time and patience with kindness and firmness to get them to fall in with the spirit of the class; and it is heartening to report that all of these objectors gradually adjusted themselves to the new technique and succeeded by the end of the term with more than mere passing marks.

PREMISES AND CONCLUSIONS. There are two ways of treating a class. One way is for the teacher to assume that the children cannot do much, either because of lack of ability or because of lack of previous training and opportunity or because of both. Therefore, the teacher takes them by the hand and leads them step by step from day to day through the intricacies of a term's work, very much simplified for them, and sends them on with the acquisition of facts soon to be forgotten, but with very little else.

The other way is for the teacher to assume that, and to act as though, all the pupils have abilities in varying amounts; that they have been subjected to different types of training and teaching; and that now they will be given the opportunity to try to rise above their level of past accomplishment. The teacher must not ask the impossible; but with careful planning and with the proper class-room procedure, the pupils can be made to understand and to appreciate what the teacher is trying to do for and with them, so that they will feel about their work as did the pupils whose statements are quoted above.

The first of these two ways of treating a class is usually—unfortunately, too commonly—accompanied by a lack of expected achievement. A teacher of business arithmetic tells me, "Most of the children in my classes cannot do the work I am supposed to teach them, simple as it is. They will not be able to do any better even if they take the subject over again. I am going to pass all except the few cutters and truants. As long as the others have attended class regularly, they will get credit for the course. Teachers of French and Spanish say to me, "With the poorly pre-

FREEDOM WITH RESPONSIBILITY pared children in our classes, what can we expect to accomplish? parea come to us without any sense for language work. We give They to little they can take and send them on with credit for the them work." A chairman of a science department says, "For our term's work." poorly prepared pupils and the incapable ones we have special modified courses. They cannot read, and they do not have the proper study habits. We cannot expect too much from them." A chairman of a social studies department wants slow classes for seniors in economics. "They will be by themselves and will not interfere with the others. We will give them the very simplest principles and concepts. No Regents examinations are required; and we will send them on with our blessings to a diploma and graduation." A teacher of Hebrew says, "Why should we expect more from our pupils than is expected in other language classes? They do not know any grammar. So I stress the cultural aspects of the language, and otherwise get them to do only the little they can. If they do not write words accurately, I am lenient about errors in the earlier grades as long as they show some understanding about the pronunciation of the words. In the higher grades, if they reach them, I will insist on perfection." A teacher of English raises her hands in horror and says, "What's the use? They come to us totally unprepared. They cannot express themselves orally or in writing. What am I supposed to do with them?"

I am not going to generalize from these instances, but I quote them to indicate illustrations within my own experience of the first of the two ways mentioned above of treating a class. The pupils do not work to capacity because they are not required to do so. Children quickly sense the attitude of their teacher and respond accordingly. We talk glibly about 'working to the best of their ability'; but how is this determined? Certainly not by the omission of genuine evaluation nor by the use of perfunctory home-made tests. This situation need not be so. Even in classes of so-called slow learners and non-learners some pupils may be there because of poor training or lack of opportunity in earlier grades to do what they can do. The essence of the thesis in the paper on "Freedom With Responsibility" can be applied to all types of classes, though not all the time, not with every topic in the course of study, and not without variations in the procedure. If we had a choice of giving this treatment to only one section of our school population in the United States, to either the slow learners or the better ones, I propose that our choice should be the former. These children will probably not get such an experience anywhere else, if they do not in school.

MORAL OBLIGATIONS. Claud M. Fuess in his Independent Schoolmaster tells of his experience with a group of two hundred men whom he was instructed by General Pershing to commission immediately as second lieutenants for over-seas duty. It was an emergency and he had to accept "anybody who appeared not too stupid and who could understand English." He goes on to say, "I was impressed, as I have been since more than once, by the inability of many apparently well set up young men to meet emergencies and face responsibilities. All over the camp were men who had managed somehow to get along in civilian life with somebody to tell them what to do, but who broke down when that support was lacking. Many of them had been clerks in stores or helpers in gasoline stations where they had never been obliged to make decisions."

It may be said that the analogy of a military situation does not hold in this discussion; but there is undoubtedly a lesson to be learned. With our large classes, with pupils whom we regard as not properly prepared for their studies on the secondary school level, and with other factors present that interfere with efficient teaching, we owe it to our pupils in the spirit in which they have expressed themselves in the above quotations to give them whatever is possible of the experience which I like to describe as freedom with responsibility.

GRACE-NOTE FOR A TIME-CLOCK

When Charles Lamb was employed in the East India House, he was rebuked by his superior for coming late so often.

"But, sir," he replied, "I make up for it by leaving early."

Problem-Solving in Ninth Year Algebra* DAVID GORDON Jamaica High School

Aims serve to guide us, and dreams keep us going—but the gap between aims and achievement can be discouraging; and it's somewhat disillusioning to see how easily aims are manufactured. One advertisement offered the participants "thinking on one's feet, reasoning, mental relaxation, and social development"—if they took up skiing. In many cases, pupils are more apt at stating the aims of a course than the content. There are some, I suspect, who would content themselves with improvement of their aim, solely. I shall touch only briefly, therefore, upon the aims and ideals of problem-solving; instead, I prefer to consider devices and techniques for reaching the pupils—and perhaps to consider ways and means for bridging the gap between them.

The Problem Restricted

We teach problem-solving to our mathematics students in the hope that in future years they will be able to transfer the skills, methods, and ideas gained thereby to the solution of the neverceasing problems that life presents. Since the scope of these life problems is so very broad, and the knowledge needed to tackle them so great, we restrict our problems to those of a quantitative nature. We narrow their confines even further to those having common elements—such as motion problems, investment problems, and the like. In this very limiting of the range lies a paradox for the more we restrict the problem types, the less applicable becomes their learning to the solving of the variegated problems encountered in other fields. Worse yet, we still encounter difficulty in putting across to students the "know-how" for solving the limited variety. It would appear desirable to widen the scope of Our problems, and perhaps to take up many of the broad problems that intrude themselves into the learning situation. There is certainly room and need for having pupils attack problem situations on a freer and more exploratory basis. Too many, however, behave

^{*}A talk presented before the Association of Teachers of Mathematics of New York State.

La cornary, 19541 like fledgling aviators, and tend to take off before they have built like fledgling aviators, and the built up sufficient ground speed. In this connection, therefore, there is up sufficient ground specus in specific ample challenge in seeking better and surer methods of so teaching ample challenge in seeking better and surer methods of so teaching ample challenge in seeking the limited work as to achieve satisfactory comprehension and skill.

Pupil Interest

When one attempts to analyze the appeal (or lack of it) our subject has for the pupil, he encounters a number of factors. Previous and present success in the subject is one major factor, and is frequently measured by pupils in terms of report card marks. The student's reaction to the personality of the teacher, and the desire to emulate him, is a second. An analytic turn of mind and a leaning toward problem-solving enter as a factor, also. Of great importance, too, is recognition by the student of the important vocational implications of mathematics.

What we commonly call "motivation" of a problem, therefore, is only a part—and perhaps a small part, at that—of the total motivating influence. Nevertheless, it should not be ignored. I am under no illusion that a good "motivation" will carry all students into the mathematical phase of problem-solving as desired and intended by the teacher. Often, pupil interest begins and ends with the motivation—be it illustration, application, anecdote, or personal experience of the teacher. There is an added reason for feeling that every teacher of the subject should extend himself to ferret out and make use of motivations; for in the process of so doing, he grows in awareness of the interconnection between the mathe matics of the classroom and that of the outside world, and tends to reflect this in teaching. Even more important, this will tend to evoke greater pupil interest in the lesson and to add a lightness not always found in the mathematics classroom. For these reasons, I am not greatly perturbed if motivations are not ideally related to a lesson, mathematically—if, in exchange, there is a gain in teacher warmth toward students and a reduction in excessive seriousness on the part of the teacher in weighing the relative importance of the skills of mathematics against the importance of, for instance, the problems of adolescence.

Age Problems. Suppose that when you were three years old, your little brother was one year old. How many times as old were you then? In one year what will your age have been? His age? How many times as old at that time? In three years? Does that mean that he is catching up with you?

Motion Problems. I saw an interesting item in the newspaper. Let me read it to you. "At Hawaii's Hickam Air Force Base a big B-47 whistled out of the east and flashed in to land. The Air Force cautiously admitted that it had made the 2,400 mile flight from the U.S. mainland in something under four hours." The article continues. What do you think it comments upon? (Speed of plane) How fast was it going?

Solution Problems. Tincture of iodine that has been on the shelf too long should not be used, as it becomes stronger with age. (The grain alcohol solvent evaporates as the bottle is open repeatedly.)

Mixture Problems. A grocer has two kinds of candy—a quickmoving cheap line, yielding small profits, and a very expensive kind that is hardly moving at all. How can he dispose of both, without taking a loss on the more expensive kind?

Number Problems. Many people are fascinated by properties of numbers that seem almost magical. Take any three consecutive numbers, square the middle one, and subtract the product of the others. What answer do you get? (The answer is always 1. The lesson this period will make it possible for you to prove this and to understand why it happens.)

Personal experiences of the teacher, involving mathematics, can always be used. Actual happenings are desirable, but there would be value in creativeness, here, also—provided that the teacher's imagination is kept under control.

A pleasant smile and a winning personality, coupled with a genuine interest in the experiences and problems of the individuals who make up the class, constitute one of the most effective motivations possible.

INFORMATION. Part of the reason that some of our students don't know what it's all about at the end of our courses is that they don't know what it's an about at the beginning. The amount of misinformation or lack of information that ninth year students bring with them to our classes is remarkable, and becomes more surprising as our experience grows, and with it the gulf between us and our students. Do you generally expect difficulty when you refer to the conventional units for rate, time, or distance? Weak college students have been known to lack understanding in this respect, and to express a typical speed of "30 miles." Moreover, the meaning of "unit" is not always clear to students.

We expose our ninth year pupils to problems about investing money in stocks and bonds, part at 6% and the rest at 4%—and discover that the terms are only vaguely understood. Even the relatively simple but basic matter of computing interest on a given amount at a given rate is a hurdle.

What is the answer to this lack of information? The experienced teacher has already recognized the need to review skills as needed—as in the case of computing interest and changing percentages to decimal form. We must also teach information along with our problems, and not rely completely upon previous background or familiarity on pupils' part. Some may recoil at this suggestion, on the basis that this information has been taught in the lower grades. This is true, and consequently makes it all the easier to recall facts to pupil memory—but there is no escape from the necessity of preceding each problem type with appropriate information material, and pupils and their families provide an excellent

Introducing information at the outset heightens interest and promotes clarity and understanding. In the case of investments pupils should get to know what is meant by income, dividends, annual returns, and the like. They should be aware of some of the risk reasons for spreading investments, such as the balancing of risk and high returns and high returns against security and lower interest rates. They might, in connection with solution problems, investigate some of the problems encountries against security and lower interest rates. the problems encountered by druggists, and their devices for solv PROBLEM-SOLVING IN ALGEBRA_ ing them. They might accumulate some of the different bases used by banks for computing interest, which make invalid simple use of the algebraic formula I = PRT.

VOCABULARY AND READING. Mention of pupil inability to read always evokes a vigorous response from a teacher of mathematics. It is illuminating, however, to look at the situation from a detached point of view. Pupils are literal-minded. If you introduce the right angle with a drawing that points to the right, many will expect equal-sized angles pointing to the left to be called left angles—and so express themselves. Our problems have special phraseology which may not be encountered by youngsters outside the classroom. I observed a lesson in which a teacher asked a pupil to suggest three consecutive numbers— and he offered 3. 12. 7 in halting succession. She missed his verbal difficulty.

Some problems are ambiguously worded or only hint at pertinent information. In the case of motion problems the author may fail to say that the trains started at the same time, or to indicate that they traveled in a straight line. In the case of mixture problems, pupils are expected to realize that there is no change in the over-all profits. Pupils are not loath to introduce difficulties of their own. One pupil inquired whether, when mixing two solutions, all of each solution was meant. In digit problems, the expression "In a two-digit number, the sum of the digits is 10" poses a difficulty to students who have learned that the symbolic expression for number is 10t+u, and therefore end up with the equation 10t+u+t+u=10. (This occurs also with the expression "If the digits be reversed, the resulting number is. . . . ") I have found it a relatively simple matter to explain this quirk of wording in advance, and to drill briefly on the expressions involved—and thereby to eliminate a great part of this difficulty.

There are, however, special devices for particular difficulties. How does one go about teaching pupils to read a problem with care and comprehension? I have no panacea to offer, and can only present some of the devices I have noted in the course of my observation of other teachers. One general technique appears to be that of having the entire class keep textbooks open to the problem, so that carelessness or errors in reading can be picked up readily and

reference can be made to the printed page. A variation of this, used reference can be made to the reference can be made to that of having a pupil at his seat read the by one skillful teacher, is that of reciting at the board uses a pointer problem orally, while the pupil reciting at the board uses a pointer problem orally, while the corresponding algebraic symbols. Although this to indicate the corresponding this slows the work a bit, it emphasizes the symbolic translation, and from a purely physical point of view leaves the pupil at the board free to recite without the encumbrance of a textbook.

An abbreviated word statement of the problem is often used as an aid, before setting up equations. This reduces the wording, and makes for a transition to the essence which the mathematical statement expresses. Unhappily, it requires comprehension and reading ability to select the kernel of the statement of the problem—and an order of skill comparable to that required in reading the problem intelligently in the first place.

Other devices suggested by teachers, with respect to pupil reading, are as follows:

- 1. Have pupils translate back from symbols to words.
- 2. Underline key phrases of the statement of the problem.
- 3. Write titles for the equation; for instance, to indicate that distances are being equated.

As illustrated earlier, it is desirable to teach and drill special meanings. In motion problems, pupils should be made to realize that "how long" is synonymous with "number of hours," "how far" with "number of miles" or distance, and that speed, velocity, tate, and how fast are interchangeable (at this level). One highly competent teacher made a point of having pupils translate and answer orally her question "I have half as much money as you?" with "You have twice as much money as I." She repeated with a few illustrations, prior to solving a verbal problem involving this knowledge. This clarifies the wording, and simplifies the representation, so that fractions are avoided.

Organizing Information for Use

Whenever you want to stir up a rollicking dispute among particularly if their range of experience is varied. Opinions have PROBLEM-SOLVING IN ALGEBRA in many cases crystallized into hard and fast attitudes, and arguin many cases of tight compartments more boxlike than the boxes ments arranged about. There are even fine shades of difference in the interpretation of what constitutes boxes.

I am not appalled by the sight of teachers making use of boxes in the solution of problems; nor am I greatly perturbed by their m use of boxes. What does trouble me is their tendency to choose up sides on the question, as though it were completely one-sided. I am even more concerned with the manner in which patterns of solution are developed with and by the class. If I were asked to synthesize in as few words as possible the essence of mathematics, I would emphasize two things—system and relation. The teaching of problem-solving, as well as that of all the rest of our subject matter, should contribute to recognition, appreciation, and skill on the part of pupils with reference to these aspects. Furthermore, I believe they are implicitly related to each other. It is possible for relations to be perceived as a result of systematic arrangement—and it is possible for a systematic arrangement of knowledge to result from recognition of relations. Mendeleef's arrangement of the elements according to atomic weights is a case in point. In an experimental lesson in mathematics, systematic tabulation of observed or measured data is a great aid to pupils in recognizing relationships.

I have seen teachers go to great lengths to avoid use of box arrangements. In solving coin problems, many teachers use a pattern something like this:

Let x = The number of nickels.

2x = The number of dimes.

5x = The number of cents represented by x nickels.

20x = The number of cents represented by 2x dimes.

As a student, or in my own mathematical thinking, the excessive verbiage and additional writing involved would not appeal to me. One of the big values of the language we call mathematics is its ability to express so much so tersely. I have had the experience of reading an accounting text, and of comprehending the gist of the author's meaning more clearly and immediately from the formula given than from the author's labored verbal explanation.

In the coin problem above, a tabular arrangement is ideally suited In the coin problem above, a repeatedly indicates the relationship among the quantities involved.

nong the quantities involved.

The alternatives to a box arrangement that I have encountered. The alternatives to a boar In one, the pictorial diagram is used have been of two varieties. In one, the pictorial diagram is used have been of two various problems or of solution problems. In the as in the case of motion problem is concisely exhibited on a pictorial diagram, so that the relation for setting up the equation a pictorial diagram, is suggested. One colleague prefers that only distance appear on the lines drawn, since the relation is a geometric one. She supports this with the tabular or box arrangement. In solution problems pictorial containers may be used to indicate relevant information and the effect of the conditions of the problem on their contents. I choose this pattern in preference to the box arrangement because it is graphic and somewhat more likely to be meaningful to students. Furthermore, it affords an opportunity to vary from the box method. It is important to recognize, however, that the potentialities for rote learning and mechanical imitation are present in both approaches.

The second alternative to a box arrangement is one used with success by a teacher I had occasion to visit several times. She simply had pupils write the representation to be employed, a brief verbal statement of relationship, and then the equation. As far as I could see, she enjoyed as much success with this method as did the rest of her colleagues with their pet versions. Unless students in our classes are breaking away from the approach we present, there is a strong likelihood that the kind of learning they are experiencing is pretty much the same, regardless of the differences in pattern we

assume.

Developing Patterns

How can we offset the tendency of pupils to imitate, and to insert information and formulate equations mechanically? The key lies in the care and manner in which we develop our superstructure of solution at the outset. It rests on a procedure in which pupils make independent of probmake independent exploratory attempts at the solution of problems and was a least the solution of problems and was a least the solution of problems. lems, and upon their conscious selection of those patterns which best exemplify system. best exemplify system and expose relationships. From this point of view there undoubted to of view there undoubtedly would be value in presenting the prob

PROBLEM-SOLVING IN ALGEBRA

lem bluntly without preparing the ground, so that pupils could grope and explore and get immersed in the problem—if we had grope and the type of pupil who responded to this sort of treatment and who the type of persistence of the mathematically apt student. Unfortunately, lack of success, past or present, dulls the appetite and interest of our average student, more than offsetting the theoretically ideal aspects of this approach. Moreover, such a procedure would be too time-consuming, not only from the point of view of covering the syllabus in our limited school time, but again from the point of view of delaying pupil know-how to past the point of diminishing returns with respect to interest. A more definite approach, therefore, would be desirable. The foregoing ideals can still be approximated, however, by a planned procedure which incorporates both pupil effort and evaluation. I have found, for instance, that the following procedure works well in developing a pattern of solution for dry-mixture problems.

After introducing the topic, the teacher proposes a situation in which a customer purchases 15 lbs. of grass seed costing \$1.25 a lb. and 25 lbs. of seed costing \$.45 per lb. Each pupil, acting in the role of clerk, attempts to write up a bill, with emphasis on clarity and accuracy. A number of different patterns are used by students. The teacher, moving through the room to inspect and assist, designates individuals using different arrangements, to place their work on the boards. The class then joins in evaluating not merely the correctness of each, but the advantages and limitations of each arrangement. Here, emphasis is placed on selection of a pattern from among several choices, in the light of the criteria previously referred to. An effort is made to make pupils conscious of the desirability of special arrangement and of their part in selecting the most desirable one. This should help minimize the oftrecurring resentment of individual pupils who resist being required to do a problem the way the teacher says to do it, and no other.

Repetition-Drill-Comprehension

An interesting suggestion made by Dr. Lazar, presently of Ohio State University, was that a problem whose solution had just been developed with a class should not be followed by a second problem which requires the same visual pattern in the solution. He felt that

actual interference in learning would take place by relying upon actual interference in reasonable which detracted from the under the duplication of a visual pattern which detracted from the under the duplication of a visual relative to develop the lying reasoning processes. He considered it better, to develop the lying reasoning processes. In the problem of the fundamental concepts enveloping an algebraic problem through fundamental concepts the string up problems involving these concepts, but requiring algebra. He made the point, too, that a "Gestalt Approach" should not encompass too large a whole, nor should it be atomistic. At the beginning, rather than become concerned with solving heterogeneous problems that have few elements in common, it is better to consider problems that have many elements in common, and that can be grouped as "mixture" problems, "distance" problems, and the like.

This grouping according to common elements is accomplished in a number of ways. Some prefer to teach types, and then "mix" them. Textbooks sometimes do this by classifying one set, and supplementing with a separate unclassified section. Teachers sometimes choose to "mix" their types from the outset, as with Rate-Time-Distance problems, wherein RxT is used in one instance. D/R in another, and so on. I myself do not know whether one system of varying problems is significantly better than another. I am certain, however, that the aims of problem-solving will be achieved only if the teacher consciously aims in that direction, consciously strives to improve pupil ability to tackle problems having novel elements, and consciously plans her work so as to encourage varied approaches and to offer challenging situations appropriate to students' level of competence.

With reference to teaching for comprehension, the role of repetition and drill in understanding should not be underestimated. I have observed with interest the great extent to which imitation plays a part in learning—for infants who learn by imitating parents and playmates; for mechanics who "see" as a result of handling, experience, and use; for new home owners in connection with their attack on newly met problems. In some instances, I have resorted to showing students how to do something, afterwards giving them the opportunity to reflect and perceive. I have tutored students and perceive. I have tutored students, and noted the improvement that followed mechanical drill. I have experienced the results of over-stressing meaning and comprehension to the neglect of drill.

When I first became chairman of a department, I viewed with disapproval the emphasis on skill and drill that obtained in many of the mathematics classes. In my own classes, problems were or the manufacture thought questions carefully planned, lessons varieu, peneda, icasons motivated, and every effort made at stressing meaning. The uniform examination results of my own classes proved to be far the worst in the department that term. What was worse, I did not see any compensating aptitude on the part of my pupils in attacking new situations. I then studied with interest the procedures used by one teacher whose results were superior. When she introduced a new problem, she followed up by sending five pupils to the boards. She did not labor concepts; she briefly reviewed some meanings and some relations, and then set her pupils to work. They did a workmanlike job of digging into these new problems; and when they were asked questions by the teacher, they gave generally correct replies. I have thought about this often and have tried to crystallize the essence of her approach. Apparently, this is what she does:

- 1. She carefully clarifies meanings of words and phrases, and follows with drill on their symbolic expression.
 - 2. She develops a problem with the class as a whole.
- 3. She sends a row at a time to the front boards to do the problem while the rest of the class is trying, not watching. Meanwhile, she is giving each of these five individual attention—and even finding time to do the same for several of the seated pupils. Her approach emphasizes pupil doing, not watching.

Meaning and skill appear, therefore, to go hand in hand. Pupil understanding and growth move in an ever-widening circle from a secure base.

Problem-Solving Illustrated

Introducing the Problem. Mathematics is not auto-omniscient, but must be controlled by human intelligence. For instance, if 1 man can build a house alone in 64 days, how long would it take 2 men? 4 men? Does this mean that a million men would build the

house in a matter of seconds? (This should establish the ideas "the more men, the less time" and "mathematics must be applied intelligently.")

Getting the Feel of the Problem. John can do a job in 4 days, alone. Henry can do the same job alone in 6 days. How long would it take both working together to complete the job? (Pupils are asked to estimate the answer. These estimates are placed on the boards, and analyzed by the class. Estimates such as 5 days and 3 days are demonstrated to be wrong, and the answer shown to be between the 2 days of equally fast workers and the 3 days of equally slow workers.)

Special Quantities and Relations. If John can do the job in 4 days alone, what part of the job does he do in 1 day? 2 days? 3 days? x days? 4 days? (This information is listed. Pupils are asked to note what information appears in the numerator, in the denominator, in fraction form? They will state successfully the meaning possessed by unity in problems of this type. Their familiarity with these ideas is tested against a second situation.)

Special Emphasis Plus Memorized Comprehension. By reference to the foregoing, stress that a fraction represents part of work done—in which the numerator indicates time actually put in, and the denominator time to do job alone. This may be indicated in verbal formula form. Pupils should be taught how to reconstruct this rule by repeating, "If I can do a job alone in 4 days, then in 1 day I can do $\frac{1}{4}$ of the job." (This device is useful in other settings, such as D/R = T. Here, they remember that in 2 hours, walking 4 miles an hour, one travels 8 miles.)

Phraseology. It is necessary to call pupil attention to the fact that, when two men work together for 3 hours, each one has put in 3 hours separately. Similarly with x hours. Attention should be given, also, to the situation where one man works alone for 3 hours, and then both work together for 2 hours.

Completion and Follow-Up. The equation is set up, solved by all pupils, and further problems proposed to clinch the ideas learned and to introduce new elements gradually.

ESSENTIALS OF PROBLEM-SOLVING. In summary, I would

problem-solving:

1. Provide information to clarify the problem.

- 2. Motivate the problem, not only by illustrating its usefulness but also by indicating what it will not do.
- 3. Make the work interesting and pleasant.
- 4. Provide security through form and devices.
- 5. Make certain that pupils understand the vocabulary involved.
- 6. Vary the approach, using laboratory methods, research by pupils, original problems, reports.
- 7. Keep in mind the ultimate goal of all teaching—that of making the pupil independent of the teacher.

WHOSO WOULD BE A MAN ...

Efforts of colleges to develop individuals who think for themselves have collided with the increasing trend toward conformity, Dr. Nathan M. Pusey, president of Harvard University, said today.

Urging continued faith in liberal education and democracy and finding ways "quietly but determinedly to withstand conformity's meretricious allure," he asserted:

"One cannot successfully oppose indoctrination by indoctrination, or fight communism, in which everything works toward conformity, with increased pressures to conform."

Dr. Pusey spoke before some 1,000 members of the alumnae clubs of the Seven Colleges Association, composed of Greater Boston graduates of Barnard, Bryn Mawr, Vassar, Wellesley, Smith, Mt. Holyoke and Radcliffe Colleges.

"What every conscientious teacher yearns for," he declared, is only that his pupil's mind shall hold within it some ideas that are clearly his own, that have been understood in his head because worked out there."

-N. Y. Times news item

Four Investigations in the Improvement of **Mathematics Instruction**

IRVING ALLEN DODES Morris High School

The purpose of this article is to report the results of four investigations conducted by the department of mathematics at Morris High School. The investigations were initiated in order to seek means and methods of reducing the following problems:

I. The problem of high failure in academic classes

II. The problem of the mathematical guidance of students

III. The problem of making the general mathematics course more "respectable"

IV. The problem of offering a complete academic mathematics sequence in a small department.

I. The Problem of High Failure in Academic Classes

In a previous paper* it was shown that the annual promotion scheme applied to tenth year mathematics classes at Stuyvesant High School reduced failure considerably. In brief, the statistical results of a five term experiment at that school indicated that 53% of the students who were promoted from third term mathematics (in spite of failure) to fourth term mathematics succeeded in passing for term and Regents examination.

It was thought that at Morris, where the rate of failure in third and fifth term mathematics was so much higher, some good might be accomplished by trying the annual promotion scheme in the tenth and eleventh year academic courses. Table I shows the results after one year:

Table I Results of the Annual Promotion Investigation

	THE LIFE COST	D ming
	% Passing	% Passing
	Tenth Year	Eleventh Year
	D .	Regents
Students who passed the first half	60%	43%
Students who failed the first half but were promoted anyhow		0.0%
*Dodes, I A "TI C	10%	8%
Dodes A wm		. LIIGH

INTS (February, 1940) Warre Tenth Year Promotion Plan," HIGH POINTS (February, 1949), XXXI, #2, pp. 27-34.

IMPROVEMENT OF MATHEMATICS INSTRUCTION. The table is read as follows: 60% of those who passed m3 and were promoted to m4 passed the Regents examination; 10% of were promoted to m4 passed the Regents those who failed m3 and were promoted to m4 passed the Regents examination. The second column is read similarly.

Conclusion: It is clear that the experiment was a failure. The annual promotion scheme for tenth and eleventh year mathematics was therefore discontinued.

Discussion: It seems obvious that the factors which operate to make this method a success at Stuyvesant did not operate in the same manner at Morris. One may speculate that there were two reasons for the failure of the experiment: (1) the students in Morris failed because of lack of ability rather than because of psychological blocks; (2) the students in Morris don't mind failing nearly as much as those in Stuyvesant. (It is common for a failing student to go to his teacher, apologize and console him.)

II. The Problem of Guidance in Mathematics

The teachers of mathematics at Morris have known that the reason for the high rate of failure in academic classes in mathematics is the fact that most of the pupils enrolled in ninth and tenth year mathematics (perhaps more than half of them) are not pupils of academic caliber; i.e., they have neither the ability nor the life motivation for the academic course. To test their judgment, teachers were asked to submit to the chairman a list of students in first and third term academic mathematics who they were sure would not be able to survive academic mathematics. About 100 names were submitted. Of these seventy-nine were still in school by the beginning of the next term, the others having been discharged. The chairman of the mathematics department interviewed each of these students and indicated, as tactfully as possible, the advantages and appropriateness of the general mathematics courses for students who were not going to college.

The pupils had four choices: (1) to accept the suggestion and transfer from academic mathematics to general mathematics without loss of credit; (2) to reject the suggestion and continue to academic mathematics 2 or 4, taking a chance on the annual promotion scheme; (3) to disregard the suggestion and repeat academic mathematics 1 or 3; (4) to drop mathematics.

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Table II exhibits the results of the students' decisions after the following semester was over:

Table II

Roults of the Guidance Investigation

	Number of	Investigation % Who Passed the Next Term	% Who Failed the Next Term
Accepted and "switched" to genl. math	20	90%	10%
Rejected and continued		19%	81%
Elected to repeat academic mathematics	c . 8	87%	13%
Dropped math	. 25		- 1

Conclusions: It seems that, on the whole, the judgment of the mathematics teachers was accurate since almost all of those who accepted the suggestion succeeded in the next term, while almost all of those who rejected the suggestion failed. It should be emphasized, of course, that the teachers in the following term did not have the list of students recommended for a "switch," but that in a very small department it was inevitable that a few teachers would find students in their own classes who had been recommended by themselves.

Further Investigation: Eight pupils insisted upon repeating academic mathematics 1 or 3 instead of "switching" or accepting annual promotion. Seven of these passed the repeated subject. All seven then failed the following term, again. It seems clear that the original advice of their teachers was justified.

Discussion: There seemed to be three elements in the students' resistance to "switching": (1) a social factor: students felt that the "better" group was in the academic course; (2) pride: students felt that the general mathematics course carried a stigma of inferior mentality; (3) attitude: it was noted that the students did not resent or mind failure, as long as they remained in the academic course.

It soon became obvious that little improvement could be made in the academic courses until and unless the general mathematics in the academic courses until and unless the general mathematics courses were given an academic flavor and acceptability. The first courses were given an academic flavor and acceptability. The first courses were given an academic courses of study and uniform task, therefore, was to make uniform courses of study and uniform tests for general mathematics 1 and 2 for all classes, to make these classes resemble the academic classes. At the end of each unit a uniform test was given to all the classes on the same day. Although the tests were fairly simple and hit directly at the concepts and skills mentioned in nationally known check-lists for general mathematics, students received the impression that they had surmounted insuperable odds. They actually had more tests than the academic students—and had better results!

Table III displays the success in various units for the general mathematics classes throughout the year of the investigation:

Table III

Success in Uniform Tests in General Mathematics I, II

Unit I	Title of Unit	% Passing (60% on test, or better)
	Introduction to Mathematics	79%
III	Numbers	71%
2070	Formulas	55%
IV V	Geometric Forms	81%
	Methods of Experimentation	83%
ΛΙ	Pythagorean Theorem (Indirect Measurement)	
AII	Equations	
MIII	Ratio and D	61%
IX	Ratio and Proportion	64%
	Graphs and Coordinates	(no test)
for	atistical investigation showed that the various	classes with dif-

ferent teachers exhibited approximately equivalent distributions of

grades, except in the unit on "Formulas." This was a general grades, except in the time three were three classes: one mathematics I topic. In that term, there were three classes: one mathematics I topic. In target in mathematics, one taught by a teacher licensed in mathematics, one taught by a taught by a teacher licensed in biology, and one taught by a teacher licensed teacher licensed teacher licensed in bloody, in this unit, only, the class taught by the teacher in bookkeeping. In this unit, only, the class taught by the teacher of mathematics ran very far ahead of the other two.

The uniformity of the results indicated that the course, as set up, was "teachable." This was the first step towards "respectability," because students seemed to feel that since all classes were doing the same things, they must be important. Secondly, it made articulation from gm 1 to gm 2 easy.

The second step was that of eliminating from the general mathematics classes the 20% or so who were unteachable because of extremely low ability or because of language difficulties. In the past, the general mathematics classes had been used as a "catchall" for all sorts of problems, and it was common to find that half a class did not speak a word of English, and that the ones who did were unable to add a column of figures.

For this purpose, classes in remedial arithmetic were established to take care of (1) students with very low arithmetic ability; (2) students who were unable to speak English; (3) students who arrived from Puerto Rico or other places too late to fit into our new sequential general mathematics course. To preserve the equanimity of the students of these classes, it was deided, at the suggestion of the guidance chairman, to call the class "applied mathematics," except on official records.

The most direct measure of the success of this investigation is a comparison of the distribution of classes in September, 1952, and September, 1953. In the former case there were three non-academic mathematics classes. In the latter case there were three classes in remedial arithmetic, two classes in ninth year general mathematics, and three classes in tenth year general mathematics. There have been requests for classes in eleventh year general mathematics.

the general appears to be true that (a) the standardization of the general mathematics courses and (2) the establishment of remedial arishment of the stablishment of remedial arithmetic classes have made the general mathematics courses more "respectable" in the eyes of the students.

IMPROVEMENT OF MATHEMATICS INSTRUCTION_ Comment: It should be noted that "standardization" of material does not mean a rigid and inflexible course. Teachers were rial does not proceed in accordance with their own schemes, as encouraged to restrict the units were completed in time for the "uniform" tests. long as the time tests. In most cases teachers conferred voluntarily and came up with suitable compromise schemes.

IV. The Problem of the Academic Offering

Hand in hand with the problem of the non-academic mathematics student is our very real responsibility to the good academic mathematics student who is entitled to our best efforts. In a small department like that at this school the academic mathematics classes, loaded with 50% to 60% of almost certain failures, presented such frustration to pupils and teachers that it was impossible to plan for advanced courses.

Up to September, 1952, the normal academic mathematics sequence was:

Elementary Algebra (one year) Plane Geometry (one year) Intermediate Algebra (one year) Trigonometry (one-half year)

Only about twenty students ordinarily arrived in this terminal

In September, 1952, it was decided to make the effort to meet our obligation to the better students (as we did for the poorer students). Consequently, the following new set of courses was installed in accordance with the recommendation of the Mathematics State Syllabus Committee at Albany:

Ninth Year Mathematics (1 year) Tenth Year Mathematics (1 year) Eleventh Year Mathematics (1 year: Intermediate Algebra plus Trigonometry) Advanced Algebra and Calculus (one-half year) Solid Geometry (one-half year)

Tables IV and V delineate the success of this new (more difficult) sequence in the one year.

HIGH POINTS [February, 1954] Table IV

Regents Credit Received by Students

	2 Years' Credit	21/2 Years' Credit	3 Years' Credit
June, 1952	89 students		12 students
	102 students		55 students

Table V

Class Credit Received by Students

	Through Geometry	Through Intermediate Algebra	Through Trigonometry
June, 1952	126 students	94 students	17 students
June, 1953	150 students	47 students	108 students

In addition to the results shown in Tables IV and V, it should be noted that, for the first time in very many years, there is a full class of students in twelfth year academic mathematics I (advanced algebra and calculus). It is expected that by next year there will be three or more such classes.

Conclusions: It seems that the new program of academic courses has been successful in extending our service to the good students of mathematics at this school.

Discussion: It is to be expected that in the future the results will be even better for the following reasons: (1) The students in eleventh year mathematics, reported in Tables IV and V, had taken plane geometry, not tenth year mathematics. The latter provides a far better background for eleventh year mathematics. (2) The increase in popularity of the "academic-type" general mathematics courses will probably siphon away some of the non-academic students who insist upon sitting in these classes and reducing their efficiency. (3) Every course reported, whether remedial, general, or academic, was a "new" experience for the teachers in volved. It is to be expected that better results will be attained the second time around.

IMPROVEMENT OF MATHEMATICS INSTRUCTION_ GENERAL CONCLUSIONS. The following conclusions are GENERAL drawn in full realization of the fact that the investigations were applied on a very small scale.

- 1. The investigation on "annual promotion" in mathematics showed that the scheme was unsuccessful at Morris High School.
- 2. The investigation on mathematics guidance showed that the teachers were very accurate in predicting which students would not eventually succeed in academic courses.
- 3. The investigation on general mathematics showed that the courses were made more attractive to the students by (a) standardization, (b) making them somewhat like the academic courses, (c) draining off the lowest residue into remedial arithmetic classes.
- 4. The investigation on academic mathematics showed that the more difficult new sequence was successful in increasing the number of students who gained advanced credit in mathematics.

FROM THE BOOK OF MENCIUS

The nobler type of man has three sources of joy, and to rule the Empire is not one of them. That his parents are both alive, that his brethren are free from trouble—this is his first source of joy. That he need feel no shame in the presence of God, no embarrassment before his fellow men—this is his second source of joy. That it is his to train and teach the budding talent of the Empire—this is his third source of joy. Yes, the nobler type of man has three sources of joy, and to rule the Empire is not one of them.

(Translated by Lionel Giles. John Murray, London)

Folk Etymology

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One of the factors at work in changing the pronunciation and spelling, and sometimes, also, the meaning of a word is a factor that is known as folk etymology, sometimes, popular etymology. This is a tendency on the part of people to make some word ety. mologically intelligible, or more meaningful in general, by changing some unfamiliar portion of it into something that is familiar and thus seems to make better sense. A humorous example of this is the pronunciation of 'asparagus' as 'sparrowgrass', a change suggested in part, perhaps, by the resemblance of the foliage to grass.

It may help to understand the process better if we look at a word upon which folk etymology seems to be operating at the moment, the word 'sacrilegious.' In Latin the word 'sacrilegium' (from 'sacer' and 'legere') meant the 'robbing of temples,' or 'the stealing of sacred objects,' and the word 'sacrilegious' still has that as one of its specific meanings. But the word has extended its meaning to cover not only acts of profanation, but words too, and mere impiousness. We find a clue to this attenuation, or extension, of meaning in the fact that the word is very often written and pronounced 'sacreligious,' as if people felt the root of the word to be 'religious' and the word, consequently, to mean an affront to the 'sacred and religious.' So much so that it would be risky to predict which spelling will prevail, in spite of the efforts of school-masters.

Let us now look at some of the results of folk etymology; these we have ventured to sort into reasonably distinct divisions.

CIRCUMSTANTIAL FACTORS. In some cases of folk etymology there is some historical circumstance, or some physical element present that makes the change reasonable and plausible.

(1) Thus, the warriors of the middle ages invented a tall wooden tower of several stories which was used in the attack on fortified places; since it also afforded protection for the attackers within it, the structure was called a 'berfroy' [variously spelled], meaning protecting shelter' (from the old high German 'bergan' and 'fridu'). Later it became a stationary watch tower; since it was then furnished with a bell to sound the alarm, it came to be called 'belfry.' and is now thought of chiefly as a housing for a bell. The belfry, and is not at all associated with a modern French 'beffroi,' however, is not at all associated with a bell, and in some localities in England the belfry is still merely a protecting shed for cattle, implements, or produce. protecting and person used to be known as 'shamefast,' a (2) A modest, bashful person used to be known as 'shamefast,' a

word now obsolete, the 'fast' being the same as in the expression word now Since bashfulness, or diffidence, is best discerned in the face, the word has become 'shamefaced,' and is now coming to mean, not modest or bashful, but rather 'abashed, ashamed, sheepish,' as if the face reflected the shame felt within.

- (3) A 'pickois' [variously spelled] was a tapered piece of iron fixed at the end of a handle. It became the 'pickax' (pickaxe) of today probably because it was swung like an axe.
- (4) The 'huysen blase,' or the bladder of the sturgeon was used to make a hard gelatinous substance, sometimes identified with mica. This substance, in some of its forms, resembled glass and was used like glass, and this factor probably contributed to the change to 'isinglass.'
- (5) The 'berbery,' or 'barbery' of early modern English (from the Latin 'berberis') may owe its change to 'barberry' to the characteristic berries that it bears.
- (6) The crayfish, or crawfish, was originally a 'crevis' (from the old High German 'chrebiz' related to 'crab' and to the French 'écrevisse'). Since this creature came from the sea, it seemed natural to call it a 'crayfish,' and, just possibly, too, from its peculiar crawl, a 'crawfish' (U.S.A.)
- (7) 'Blindfell' used to mean 'to strike blind' (now obsolete). Since you could 'blindfell' a person temporarily by putting a 'fold' of cloth, or by folding some other material, over his eyes, the word came to be 'blindfold.'
- (8) 'Umble pie' was a pie (in the English meaning) made of the umbles (or numbles, that is, certain of the viscera) of the deer. Perhaps because it was a dish given to the servants at a hunt it was assumed to be 'humble pie,' thus taking on its present form and meaning.

WORD ASSOCIATION. In other cases of folk etymology there is some logical connection between the original word and the one that it has become.

- (1) Thus a female was originally a 'femel,' or 'femele' (from the French 'femelle'). It became 'female,' possibly, in order to furnish a logical, or etymological counterpart to 'male,' as if a female were some sort of male, in the same way that a 'woman' is a sort of 'man.' But, while a 'woman' is, etymologically, a kind of 'man' (she is a 'wif man,' that is, a 'female human being'), the resemblance between 'male' and 'female' is due entirely to the adventitious circumstance that both words are diminutives, namely, 'masculus' from 'mas,' and 'femellus,' from 'femina.'
- (2) To 'curtail' was originally to 'cúrtal' (from 'curt': 'short'). Since you can, and often do, shorten a thing by cutting off the tail end, it may have been assumed that the word really intended 'to cut the tail off,' with the result that the word shifted its accent and became 'curtail.'
- (3) A 'cutlet' is from the French 'cotelette' (a little rib) and assumed its present spelling, possibly, from the fact that it is a 'cut' of meat.
- (4) An 'earnest,' in the sense of 'pledge, promise, indication,' is from the Middle English word 'ernes' [the French is 'arrhes'], and is not related etymologically to 'earnest' (from 'ernst') meaning 'serious.' But the two words may have become identified from the fact that one who gives an 'ernes,' a 'pledge' or 'deposit' is usually in 'earnest' about concluding the pact or bargain.
- (5) A 'pentice,' or 'appentice,' the root of which is the same as that of 'appendix,' was, and still is, a shed, or roof, or protection for a window, a door, an outer staircase, or a piece of artillery. Perhaps because these pentices were considered 'houses' for the windows, or because they resembled little houses, the 'pentice' of 'penthouse' as an apartment on a roof was unknown to the New English Dictionary and to the Century Dictionary of 1914.
- (6) To 'curry favor' was originally to 'curry favel,' 'favel' being a dun-colored horse, the counterpart of Reynard the Fox. Several

explanations have been offered for the 'currying,' but there is no doubt that the process is engaged in to secure the 'favor' or good will of a person, so that the phrase has come to be to 'curry favor,' an illogical metaphor.

(7) The name given to the King, Queen, and Jack in the pack of playing cards was originally 'coat cards,' or 'coated cards,' from the intricately designed coats that they wore. Since the King, Queen, and Knave called to mind the royal court, they came to be known as the 'court' cards.

- (8) A 'lanyard' was formerly a 'lannier' (from the French 'lanière'), or a piece of rope. It may have changed to 'lanyard' through association with the 'yards' or spars of a vessel, in the same way that 'halyard' is, etymologically, something to 'haul the yards.'
- (9) General Burnside wore side-whiskers and a mustache, but no beard, and these characteristic side-whiskers became known as 'burnsides.' But popular etymology has turned the word into 'side burns,' a word that has not yet found its way into most dictionaries.

CONFUSION. In other instances of folk etymology there is simply a confusion with a more familiar element.

- (1) Thus in 'primrose' (properly, 'primerole'), in 'tuberose' (properly 'tuberous') and in 'rosemarie' (properly 'rosmarin,' from 'ros marinus': 'sea dew') we see the influence of the popular 'rose.'
- (2) 'Surcease' is an altered form of 'sursis': 'postponement, delay,' but has come to mean 'cease' possibly because of its pronunciation. 'Sursis' in current French continues to bear the old meaning of 'postponement.'
- (3) 'Parboil' (from the Latin 'perbullire,' French 'parbouillir') used to mean 'to boil thoroughly'; the prefix 'par' was apparently taken from 'part,' and the meaning now is 'to boil partly, or slightly.'
- (4) A 'forlorn hope' was a body of troops (from the Danish 'hoop') assigned to some task of unusual risk from which it was not expected that they would return and thus given up for lost ('verloren' is German for 'lost'). The old word 'hope,' or 'hoop'

(associated with 'heap'), is so unfamiliar that almost everyone takes the expression to mean an 'abandoned or futile hope.'

- (5) A 'watershed' is properly a 'water-divide' (from the German 'Wasserscheide'), that is, that portion of the uplands that accounts for the water's running in one direction rather than in another. Today the word 'shed' in the sense of 'divide' has become so unfamiliar that it is taken to be the 'shed' that is used for storage, and the watershed is now generally taken to be the catchment area, or basin, or the entire region whose drainage contributes to a water supply. The Century Dictionary calls this use 'incorrect,' while Fowler in Modern English Usage says trenchantly, "The old sense should be restored and rigidly maintained."
- (6) 'Fingering,' a kind of wool from which stockings are made, is thought to be a simplification or anglicizing of the French 'fin grain'; cf. 'gros grain.'
- (7) The upper part of the stern of a ship, usually decorated, or painted like a 'tableau' or 'taffel,' was known as the Tafferel; but the sound of the suffix has given rise to the more recent meaning of 'a rail' at the stern of the vessel and the word has become 'taffrail.'
- (8) When you 'pick' up a 'pack' that is rather heavy you are likely to carry it slung over on your 'back' in the fashion that used to be called 'pickapack,' or 'pickpack,' and then, under the influence of the word 'back,' 'pickaback,' or 'pickback'; and then, from carrying a child like a 'pig' on the 'back,' it has turned into 'piggyback.' The etymology of the word is confused and uncertain.
- (9) A 'frontispiece' is the French 'frontispice,' and means something that is seen (from the Latin 'spicere'), or that presents itself directly to one's eyes. In architecture it is the facade, and in printing it used to be the title page; but now it is a decoration in front of the title page. But it seems to be thought of as a 'piece' put in front of another and a shift in meaning accordingly should not be surprising.
- (10) To hold somebody by the button so that he cannot slip away while you talk to him is properly denoted by the word 'buttonhold,' now generally superseded by the more familiar word 'buttonhole.'

All passages cited in the dictionaries quote the past tense as 'but-

- tonheld.

 (11) 'Techy,' or 'tetchy' (from the French 'tache': 'spot, stain, lemish') means 'fretful, irritable'; since this looks and sounds odd, blemish') means 'fretful, irritable'; since this looks and sounds odd, it is being replaced by the more familiar 'touchy' as if it means 'sensitive to the touch.'
- (12) A 'bridal' (from the Middle English 'bridale') was a wedding feast; but the word 'ale' (feast) has become so uncommon that the 'al' has been taken for the adjective ending, and the word has come to mean 'pertaining to a bride.' The only meaning given in Skeat, 1893, is a 'wedding.'
- (13) A 'titmouse,' or tomtit, was formerly a 'titmose,' or 'titmase,' 'mose' being an Anglo-Saxon word for 'bird.' Similarly, the word 'colmose,' or 'colmase,' a bird whose head happens to be black, is now 'coal-mouse.'

Conclusion. From the examples above we may say that folk etymology is artless, spontaneous, and, occasionally, picturesque. In contrast to folk etymology there exists what is known as 'learned intervention,' which is an attempt on the part of scholars to modify spelling and pronunciaion in conformity with correct etymology. This contribution to language is always deliberate and sophisticated, occasionally devious, and sometimes in error. If folk etymology makes for fluidity and change, scholarly intervention tends to fix and stabilize the language.

A consideration of folk etymology, too, soon leads to some of the fundamental questions in the study of language. What determines the correct sound, or spelling, or meaning of a word or phrase? Is there a correct meaning, inherent and absolute, in a word or phrase? If there is, how do we go about finding it out? Does usage alone determine meaning? If it does, then by whose usage and over how long a period of time does a meaning achieve legitimacy? At first glance one is likely to say that folk etymology, ignoring as it does the established forms and ready as it is to set up new ones, is to be counted on the side of those who see words as arbitrary conveyors of meaning that is sanctioned by usage. A little further reflection may uncover the thought that, if folk ety-

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mology is ready to change existing forms, it is still with the purpose of arriving at words whose meanings are more perspicuous. look more natural, and seem to conform better to what it takes to be natural etymology. Popular etymology, in short, is an attempt to suit the form to the substance, both of which may be conceived. not as relative to a period and place, but as absolute in themselves. To follow these matters further, however, is beyond the scope of this paper.

PORTRAIT OF A TEACHER

April 17, Tuesday. I see from The Times that my old master, R. P. Horsley has died. He was head of the Modern side at the Manchester Grammar School, and my form-master in the Modern Sixth. A terrifying little man, and exactly like Lewis Carroll's Walrus. And I think he knew it. From him I learned that in translation it is the spirit and not the letter that matters. I remember some wretched boy standing up in form and reeling off something about the wind making love to the trees, and Horsley rapping out, "Nonsense! The wind doesn't make love. It woos or kisses!" A typical incident. When Horsley was translating he had the habit of tilting back chair, putting feet on desk, holding book, jangling keys, and combing walrus moustache with long, untrimmed nails attached to tobacco-stained fingers stuck together like fins. One day, in the middle of this, the High Master, J. E. King, walked in. Horsley's sway over us hung in the balance. Continuing to jangle and comb, he assumed his most baleful glare, and when King had traversed the long room snarled, "In future, when you honour me with a visit, be good enough to shut the door!" An extraordinary man!

-The Later Ego, by James Agate (Crown)

Films of Special Interest

(Exceptional motion pictures reviewed for teachers by the film (Exceptional mount product Committee, N. Y. C. Associachairman of the Sold English. For further details consult your STC tion of Teachers of English. representative.)

THE AMERICAN SCENE, 1945-1953 (Museum of Modern Art)

For eight weeks beginning February 8 the Museum of Modern Art will show a series of postwar American films which project "the American scene" from 1945 to 1953. Introducing the series on the Museum's program, Richard Griffith calls these short documentary films examples of "the American film of fact and opinion," and notes that the genre, "which 'came into its own' during World War II, has achieved a quieter but in many ways a more impressive growth in the eight succeeding years. As these programs show, it has put down deeper roots in the American scene, and has served the national interest in projecting that scene before the world, at the same time that it has served the special interest of science, industry, and art."

A schedule of the dates and programs follows. Showings are in the Museum Auditorium at 3:00 and 5:30 daily; admission is included in the 60c general-admission charge. Reservations may be made after one o'clock on the day of the showing.

February 8-14: WORKS OF CALDER (1950), produced by Burgess Meredith, directed by Herbert Matter.

CONEY ISLAND (1952), produced and directed by Valentine Sherry.

OUT OF THE NORTH (1953), directed by Larry Madison for Nash-Kelvinator.

February 15-21: ROOTS OF HAPPINESS (1953), directed by Henwar Rodakiewicz for the Mental Health Film Board.

THE QUIET ONE (1949), directed by Sidney Meyers for Film Documents, Inc.

February 22-28: NOTES ON THE PORT OF ST. FRANCIS (1952), directed by Frank Stauffacher for A. F. Films.

THE PHOTOGRAPHER (1948), directed by Willard Van Dyke for the U.S. Information Service.

LAND OF ENCHANTMENT (1948), directed by Henwar Rodakiewicz for the U.S. I.S.

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ANGRY BOY (1951), written and produced by Irving March 1-7: Jacoby, directed by Alexander Hammid, for the Mental Health Film Board.

THE LONELY NIGHT (1952), directed by Irving Jacoby for the Mental Health Film Board

DECISION FOR CHEMISTRY (1953), directed by March 8-14: Sidney Meyers for the Monsanto Chemical Company, AMERICAN FRONTIER (1953), directed by Willard Van Dyke for the American Petroleum Institute.

FEELING ALL RIGHT (1947), directed by George March 15-17: Stoney for Southern Educational Film Production Service.

WORKING AND PLAYING TO HEALTH (1953), directed by Willard Van Dyke for Mental Health Film

IN THE STREET (1953), directed by James Agee and March 22-28: Helen Levitt.

AND NOW-MIGUEL (1953), directed by Jo Krumgold for the U.S. I.S.

PUERTO RICO (1947), directed by John Ferno for the Puerto Rico Office of Information.

March 29-STEPS OF AGE (1951), directed by Ben Maddow for April 4: the Mental Health Film Board.

WHO'S BOSS (1952), directed by Alexander Hammid for McGraw-Hill.

BENJY (1951), directed by Fred Zinneman for the Los Angeles Orthopedic Hospital.

Many of these excellent two- and three-reel films are available for rental and showing in schools. After you have seen them at the Museum, you may obtain further details from the Museum's film curator, Richard Griffith.

ANNAPURNA and THE CONQUEST OF EVEREST

"Polar exploration is at once the cleanest and most isolated way of having a bad time which has been devised," is the beginning of Apsley Cherry-Garrard's wonderful book about his experiences in the Antarctic with Wilson and Scott in 1910-1913, The Worst Journey in the World. Take it all in all, Cherry-Garrard thought, nobody on earth has a worse time than the Emperor penguin, and he's more at home at the Pole than the explorer.

FILMS OF SPECIAL INTEREST_ We used to think so too, before we'd seen the two superb docu-We used to tilling so too, sold the two superp documentary films of mountain-climbing, Annapurna and The Conmentary minis of Everest. Until somebody can evolve a standard of endurance, we give you as ultimates the ascent of a peak in the Himalaya and the descent into a Tibetan jungle ahead of the monsoon.

Wilson's tragic return from the Pole with Scott in 1913 was summed up for British readers by a man from The Times in the phrase "... a situation in which he had nothing to stand up in but bis character." The unbelievably arduous but of course triumphant climb of the 1953 Hunt party to the summit of Everest is summed up in the commentary of The Conquest of Everest by another man from The Times, who, such is the increase in the hazards of the profession today, went along on the climb: "...a place where nahsty things were always liable to fall on you. . . . Some of the crevasses were blue—rather hungry-looking, like the belly of a whale. . . . It was a long, long way."

In Annapurna, without a single word, Maurice Herzog's terrible descent from the summit is powerfully summed up for us in one shot: swaddled and blindfolded, he is carried into the valley on the back of a porter; suddenly one of the Sherpas bends forward and places flowers on his blanket.

Annapurna (Arthur Mayer-Edward Kingsley) opened at the Trans-Lux 60th a week after The Conquest of Everest (United Artists) opened at the Fine Arts. You ought to see them both. Herzog and Lachenal of the 1950 French party, stumbling into their camp, blinded and frost-bitten, after their descent from the summit of Annapurna, tell the other side of the Himalaya story epitomized by the "thumbs up" sign that Hillary and Tensing gave their 1953 British team when they returned from the peak of Everest. The Conquest of Everest has a completeness, a triumphant "It-was-all-according-to-plan" progress, and an overwhelming beauty of image; Annapurna has a blue-green sense of mystery, the drama of disaster, and some details of human error and accidents of weather and time that often bring it closer to the viewer.

Most impressive in The Conquest of Everest is the place itself. Thomas Stobart (with George Lowe) has photographed the beauty and strangeness of the Himalaya in a way to make one

understand why men should want to be there. Here is the "frozen but burning forest," in the words of Louis MacNeice's commentary: the clouds above the Lhotse face, the sheer and almost unimaginable walls of Everest with sun glittering on carved ice, the high glacier camps at evening in the bitter soughing wind, the "dangerous meringue" of snow and treacherous crevasses at the South Col. "It's quite as hard as it looks," says the Times man of the ascent. and seeing is believing: the crampons biting into the ice as a man tries to get a foothold, the wind whipping the nylon sleeping bags in which men are adjusting their oxygen masks, the white ropes around Ward's body pulling and straining as he attempts to fix guide-ropes for a trail which he must first find and then secure.

Above all is the drama of sound, for the men can scarcely breathe at this altitude, and the sobbing intake of breath as they labor in the thin air is much louder than the manufactured drama of the boom-boom music and some of the more superfluous words of the MacNeice commentary ("Breathing is now the first and last reality"). Indeed, for classic documentary, The Conquest of Everest talks too much, especially the man whose voice crrackles and rroars so sonorously as he works hard at underlining the terror and grandeur that are clearly there for all to see.

If one must note that the best documentary of the year falls short of perfection, one must also say that The Conquest of Everest, once it begins to climb, has little human interest of the gentler sort. We think it would not have diminished Hillary's glory if MacNeice had told us that the New Zealand bee-keeper had kept a little of his own honey by him for the ascent; or Tensing's, if MacNeice had told us that among the objects he left on the summit of the world's highest mountain was a little blue pencil given him by his daughter Pem Pem.

In Annapurna, the photographer was Marcel Ichac. Before he could photograph the details of an assault party's triumph, he had plenty of opportunity to record village life in Nepal. The approaches to Annapurna were quite unknown. The French party had no findings of a previous reconnaissance expedition, like the British, to go by. There was considerable skirmishing around the East Dhaulagiri Glacier before they settled on Annapurna.

FILMS OF SPECIAL INTEREST_ We learn from Annapurna that Nepal is as near the equator as We learn from Amost consults the line strange land that the the Sanara picks out almost casually—the little girl with jewels in her camera picks out making the sahibs on horseback; the native union delegate nose, watching haranguing the porters; the "street" life of Katmandu; the Sherpas

haranguing the prayer-wheels along the route; the steaming stopping to twirl the prayer-wheels along the route; flowers in the valleys under the Himalaya range.

Ichac has caught the sense of mystery of the Great Barrier which blocked the French party's view of Annapurna, and his pictures of the night camps and the blizzards churning their white smoke above the peaks are very effective. But the most intense drama of this film lies in the camera's record of the terrible five-weeks' evacuation of Herzog and the other wounded into the valley, enveloped in the monsoon. The stretchers on the porters' backs, borne through the paddy fields; Dr. Oudot amputating against time; the strain and the heat and the loyalty; the cruel tropical beauty, with the bitter Himalaya snows still fresh in the mind's eye—Annapurna records them unforgettably. And finally we are in the valley of Tukucha, and with the Maharajah we say to Herzog, "You are a brave man and we welcome you as a brave man."

Perhaps 1953 will be remembered as the year which brought us two magnificent documentaries of men climbing over the roof of the world. The extra dimension in Annapurna and The Conquest of Everest has nothing to do with the size of the screen and the style of the lens.

RUTH M. GOLDSTEIN

Abraham Lincoln High School

Few parents nowadays pay any regard to what their children say to them. The old-fashioned respect for the young is fast dying out.

-OSCAR WILDE.

Education in the News

"Just as the twig is bent the tree's inclined."

In all the literature of discontent which I have read relative to delinquency among American youth, one element in society's role is pre-eminent over others. Aside from the therapy for those young people who are clearly and seriously disturbed, and whose remediation lies in the direction of psychiatric aid, most other remedies are in the category of "meeting pupil needs and interests." Thus far we have not done well in meeting the needs and interests of a small but growing anti-social group of young people. The answer of the community has been vague, and when specific, in terms chiefly of increased recreational activities for youth. Even this answer, assuming ultimate worth for it, is never completely satisfactory—some recreational agencies are spawning grounds for juvenile delinquents—primarily because, so I believe, such services are not sufficiently individualized, and also because, from a community-citizenship factor, the democratic foundations of society are missed. Our services are not predicated on positivism, but only on neutralism, if not outright negativism. The factor missing in providing services to youth is simply that youth is not asked to return anything. He is merely being asked not to misbehave, not to become anti-social, in short not to disturb the peace and tranquillity of our community. We do not ask, or provide, means for young people to develop a sense of belonging, to have a real stake in the community.

The democratic trait of surrendering a part of one's self to the common weal is not instinctive, but it must exist, and it must be learned, and it must be experienced before democracy can operate in the full meaning of the term. Our youth who must be served must themselves learn to serve in order to experience understanding of the methodology of true giving and sharing in a democratic society.

It will be said that our secondary school pupils are provided with ample opportunities for sharing. True, but only on a voluntary level. Thus, at graduation time, when a pupil is given a diploma, he may be one of a very small minority who has served, or one of an overwhelming majority who has sat through four years of EDUCATION IN THE NEWS_ school without genuine opportunity to have shared, by direct exschool will school will serve shared perience, in learning the skills of democratic living.

How can such skills be learned? We provide, as well as limit, pupil choices in subject areas, requiring three units of this and two pupil choices in surjective graduation. Thus there is no completely units of something else for graduation. Thus units of something subjects. This program of required subjects and electives was set up by mature minds in the interests of the pupils who have not the wisdom or experience to provide themselves with satisfactory educational foundations. Such a program prevents scholastic anarchy. This is wise, although certain areas of the prescribed procedure should be subject to periodic review. Pupils, therefore, are involved in a two-way relationship; even more, if one considers that the arrow of recitation may go in all directions. However, the skills of democratic living are handled on a voluntary basis and thus reach, experientially, a fragment of school society. It is my feeling that citizenship, like other skills, is learned by doing and participating, and should, therefore, be required for graduation. It seems desirable to me that all pupils in high school be required to serve the school (the pupil's community) to the extent of at least one term with a passing or failing grade awarded at term's end. This would not, of course, negate the overall, or usual citizenship requirement for graduation. The purpose is not merely to take up slack in needed service areas; indeed that is the least important reason. Active mandated citizenship experience, "on the job training," would enlist all pupils, provide a state of readiness and acceptability and become part of a way of life. This requirement will defeat neutralism in that it would make it impossible for a majority of pupils to sit through four years of high school life without having participated in anything, without having had some experience in giving.

Mandatory school citizenship as a required course, not a classfoom enterprise, but a requirement like that obliging all pupils to learn to swim on pain of not receiving a diploma, confronts the young citizen with his civic responsibilities, makes a distinction between privilege and right, and provides genuine opportunity for the practice of citizenship and service.

No society is undemocratic which sets its rules of community life above the individual; indeed the opposite is true. We are all

How often, in your own community, is the democratic and civic bloodstream fed only by a handful. Alas, the others who do not contribute by direct "good works" may never have learned how, may never have encountered, by direct experience, the true satisfactions that come in the service of others.

The schools, overburdened as they are, still offer the best opportunity for developing social and civic skills. Nevertheless, if we depend entirely on volunteers who serve for "points," and those few who give themselves because somewhere they learned the skills of group living, we shall have to accept the same ratio of civic service in the larger community outside the school. We owe children the privilege of their being drafted into the service of the school in order that they may learn how to become good citizens. Furthermore, in actual service many more than now may grasp that quality of spiritual uplift and satisfaction which is the golden reward of

Needless to say, such enlistment of an entire student body cannot be made retroactive. Such a program must begin with a freshman class. Pupils must be prepared carefully, as indeed must administrative machinery be so prepared for carrying out such a program. However, I deem the mechanics as trivial, as compared with orienting a state of mind in the community itself. Parents and civic leaders must be made aware of such a program, and their assistance won. Such a program as a requirement for graduation may introduce legal complications although, I daresay, the larger goal will inspire us to seek out ways and means of overcoming small difficulties. Naturally, a program of this type will require the approval of the Superintendent of Schools.

Actually, many hundreds of young people in schools are hungry for opportunities which will mandate their activities into guided EDUCATION IN THE NEWS_ areas of experience. Complete lack of opportunity in out-going areas of experiences many high school boys and girls from deriving enterprises promised the full benefit from high school life. For many, merely tasting such tull penetre will serve as a goal to continue beyond the requireexperiences with any ment. Obviously, this program should not interfere with any presently organized systems of service or pupil activity. It merely raises the ante for the school as a whole.

The organization of kinds and types of service with appropriate differentiation made between some services appropriate for girls and others for boys is taken for granted. I do not hold the mechanics of such a program as insuperable; the contrary is true. By sharing school and community services among all, not only will the burdens be reduced for some, but the entire level of positive. social and democratic living will be raised to undreamed-of heights.

Our youth is looking for guidance and direction; the techniques of voluntary participation in worth-while social service appear to be more difficult to learn than we imagine. Dynamic leadership can enlist our pupils into an army of social service workers where the principles of giving and receiving are two sides of one coin. There is more joy in giving than in receiving. A simple precept but it must be learned. Let's teach it; let's make it part of our curriculum; let's make it a requirement for graduation. After all, our diplomas are awarded for scholarship, citizenship, and character. Scholarship is positive; a pupil must have done something which can be measured. For the most part, so long as a pupil is not aggressively anti-social we award diplomas for character and citizenship to the majority of pupils on the basis of neutralism, if not outright

JACOB A. ORNSTEIN

Andrew Jackson High School

ADVICE

Is it hope that you lack? Has your moral base shifted? Does your future look black? Go-have your faith lifted!

> -Contributed by Nathan Levine Harlem Evening High School

Chalk Dust

In your kit of teaching tools, have you any to share with your colleagues? In your kst of teathing total, Send a brief description (150-250 words) to Irving Rosenblum, J.H.S. 162, Brooklyn 37.

MULTI-BINGO

The May 1953 article by Mr. Arenstein on fixing the multiplication facts was excellent. Here's one more technique for the teacher of mathematics.

Junior high pupils respond enthusiastically to a device that I have begun to use recently. Two or three pupils at the blackboard each draw a square consisting of twenty-five boxes. The other pupils at their seats prepare a similar diagram. I usually choose a few slow pupils for the board work so that I can help them, Above each column of boxes in the diagram, a letter is placed m. u. l. t. i.—"Multi."

After deciding what multiplication tables need drill, the products are dictated to the class. If the four and six times tables are to be drilled, such numbers as twenty-four, thirty, twelve, and eighteen, are dictated. The pupils place the products in any box until the entire square is filled. Some numbers may be repeated, as long as they are placed in a different row and column. Then the game is started.

The multiplication combination and column-letter-e.g., M 4 x 6—are called. If the product, which the pupil must figure out, appears in the designated column, he crosses it. This continues until someone has "multi"—a complete row or column. A prize, such as a pencil or a few sheets of paper, is always a pleasant surprise.

Interest, spiced with a desire to win the game, makes this quarter-hour drill sparkle. However, in my opinion, this is not to be used as a daily drill, but rather a weekly one.

CARMELA T. CINQUE

J.H.S. 10, Bronx

High Points

A FILM PROGRAM TO CLARIFY THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Last year James Fenimore Cooper Junior High School, Man-Last year James tenth anniversary. It was a period of pause, hattan, celebrated its tenth anniversary. hattan, celebration, as well as of celebration. In looking backward at ot evaluation, and our accomplishments during the past ten years, we felt that one our accompanion aims had been the emphasis that we had placed on the development of worth-while attitudes in our boys. Many on the development of school life contributed to our objective, but one that we felt helped immeasurably was our audio-visual aid program.

Among the ideas which permeated this "attitude-building" program was our consciousness of the relationship of our country to the United Nations. From 1945, when the Charter of the United Nations was signed, on to the present day, we at Cooper have felt that it was our task to explain the United Nations in its many aspects to our two thousand boys. As the United Nations developed, we enlarged the scope of our program. When the "Universal Declaration of Human Rights" was proclaimed in December, 1948, we included that important document in our curriculum and evolved a program to clarify the important principles found therein.

We have chosen that program for this article because we feel that it marked a high spot in the ten-year growth of our school. More important than its value as a report, however, is the fact that we hope the article will stimulate an interest in the U.N. document and that it will reveal the splendid source material from which a teacher can draw in the development of understanding of social concepts and human relations.

A TWO-FOLD FILM PROGRAM. We have a two-fold film program at our school. One program—the classroom film—is devoted to all our school one program—the classroom film—is devoted to all our school one program—the classroom film—is devoted to all our school of the sc Voted to the clarification and enrichment of curriculum areas such as social as social studies, language arts, science, health education, mathematics matics, and others. The second program—the auditorium film—is concern others. is concerned with social problems. The aim of this second program is all with social problems. The aim of this second program is all the second program is all the second program. gram is the development of worth-while behavior patterns through an aware an awareness of the needs of other peoples. For this program we

choose a central idea or theme for the year and illuminate the topic through films, filmstrips, recordings, guest speakers and correlated dramatic presentations.

We hope that the awareness of social problems will evoke positive emotional responses and lead to participation in the life of the community. Because we feel that a love of our country makes us want to share the good things in our lives with our less fortunate neighbors, we have alternated our themes between topics concerned with the United Nations and those concerned with American life.

CENTRAL THEMES. A glance at the themes will reveal the areas that we have used since the Charter of the United Nations was signed.

- 1945—Building the Peace
- 1946—Clarifying the Concepts of the Preamble of the Charter of the United Nations
- 1947—Our American Heritage
- 1948—The Democratic Way of Life
- 1949—The Earth and Its People
- 1950—A Better World Through the United Nations
- 1951—World Freedom Through the Declaration of Human Rights
- 1952—What Can We Learn from America's Great Men and Women?
- 1953—What Can We Learn from Our World Neighbors?

Each of these programs included an interweaving of the social problems on the national level with those on the international level. Each emphasized our concern with our immediate environment and with world affairs.

A PROGRAM ON THE UNITED NATIONS. The theme of 1950, "A Better World Through the United Nations," represented the culmination of the previous "concept-development topics. This program started with the building of the new home of the United Nations in New York City, reviewed the founding

A FILM PROGRAM FOR HUMAIN Red of the U.N., discussed its structure, its problems, its various agenoif the U.N., discussed its structure, its problems, its various agenoif the U.N., discussed its structure, its problems, its various agenoif the U.N., discussions, and concluded with the goals toward which cies and commissions, and the whole world are striving. Through the the United Nations, our procoperation of the Film Division of the United Nations, our procoperation of the Film Division of the division at that time, gram included not only all the films of the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussion leaders and still but also teachers' guides for use by the discussi

THE HUMAN RIGHTS PROGRAM. The eighteen films in the Human Rights Program came from many sources and represented a variety of experiences, in contrast to the preceding program which had used the films of the United Nations exclusively. Since no films had been created to illuminate specifically the articles of the Declaration, each film that was chosen had to contain some point which could serve as a spring-board for discussion of the particular article in the Declaration which it was to illustrate. The film Justice Under Law, described in detail below, may serve as an example.

These are the articles of the Declaration, the titles of the films, and the sources from which they were obtained:

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- 1	Indii Folivis February
7.	Article 10
	Due Process of Law DeniedTeaching Film Custodians
8.	Article 11 Justice Under LawTeaching Film Custodians
9.	Article 12 Life of Emile ZolaTeaching Film Custodians
10.	Articles 13 and 14 The Cummington Story
11.	Article 18 Driven WestwardTeaching Film Custodians
12.	Article 19 Freedom of the Press
13.	Article 21 Tuesday in November
14.	Articles 22 and 25 Second FreedomBritish Information Services
15.	Article 23 With These HandsInternational Ladies Garment
16.	Article 26 A Better Tomorrow
17.	Article 27 Listen to the PrairiesNational Film Board of Canada
10	A

AUDIO-VISUAL ASSEMBLY PERIOD. As in previous years, half of each grade was scheduled for this auditorium film program every other week. Half of the ninth grade alternated with the other half on successive Wednesdays, the eighth grade on Thursdays and the seventh grade on Fridays in the hour from 1:00 to 2:00 P.M. Each of these six groups had a teacher discussion-leader for the entire year, who met with the others to pre-view the film and to prepare the discussion.

Make Way for Youth......Association Films

The grade film period, called at Cooper "Audio-Visual Instrution" for reasons of efficiency, might be better characterized as social living, human relations, ethics, moral and spiritual values, or by any other nomenclature that can best describe an area of TECHNIQUES. To launch the new theme, each teacher was provided with a wall-size chart containing the complete text of provided with Declaration of Human Rights." These were disthe Universal place in the classroom and were used as played in the discussion of the particular article before and after the basis for the discussion of the particular article before and after the showing of the film.

Each month two films were shown, each illuminating one article or sometimes two articles of similar principles. The complete program of eighteen films highlighted twenty-two of the thirty articles contained in the Declaration. To aid the auditorium and the classroom discussion, an audio-visual aid circular, with film content and questions, was prepared after each pre-view and sent to each teacher in the school. This is a typical circular:

FILM: JUSTICE UNDER LAW

DISCUSSION GUIDE:

The eighth program in the series "World Freedom Through the Declaration of Human Rights" is the film JUSTICE UNDER LAW. This film was chosen to illustrate Article 11 of the Declaration:

"Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for

This film is an excerpt from the documentary Boomerang, a feature photoplay which depicted a true case in which a prosecuting attorney fulfilled his duty to protect the innocent as well as punish the guilty. The excerpted version condenses the plot but depicts quite forcefully the importance of weighing evidence with great care in order to prevent mob hysteria and to protect the individual's constitutional rights.

The film tells the story of the murder of a beloved clergyman in a small town. Public outrage at the brutal crime demands quick arrest and punishment of ishment of the killer. The local newspaper applies pressure for quick action by the Diller. The local newspaper applies pressure for quick dragnet and Police Department. A suspect is picked up in the police dragnet, and several witnesses identify him as the murderer. Ballistics experts the victim was fired experts state that the bullet taken from the body of the victim was fired from the own to be bullet taken from the body of the Waldron. It from the gun found in the possession of the suspect, John Waldron. It looks as if the suspect is the murderer.

Because of public pressure, the Chief of Police succeeds in getting a confession from Waldron. The case looks like a sure thing at the begin-

18. Article 29

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ning but as the District Attorney works up his evidence, he uncovers great many inconsistencies. When the prosecutor appears in court, he great many inconsistencies. When the entering a plea of innocent, be dumbfounds the judge and spectators by entering a plea of innocent for dumbfounds the juage and specialists of evidence of evidence which seemed to doom the man to conviction. The adherence of the prosecutor to the ideal of his office frees an innocent man and provides a reassurance

OUESTIONS:

- 1. Why did the people in the town want the suspect convicted?
- 2. Show how, at first, the suspect was not "presumed innocent until proved guilty" as required by law.
- 3. Why did the chief of police force the suspect to sign a confession?
- 4. Why did the witnesses give evidence to convict the suspect?
- 5. Describe the evidence gathered by the District Attorney that convinced bim Waldron was innocent. Include these points:

a—The confession

b—The gun

c—The bullet

- 6. What safeguards does a man have when he comes to a jury trial?
- 7. Tell how you would have answered the question asked by the District Attorney and explain why: "Is one man's life worth more than the community?"
- 8. Explain why you think that the District Attorney carried out the ideals in Article 11 of the Declaration—that a man "has the right to be presumed innocent until proved guilty."

The questions mentioned above were typed on slides and used in the auditorium on the lantern slide machine by the discussion leaders during the introduction to the film and after the film

SUGGESTIONS FOR THE CLASSROOM. Teachers were encouraged to continue the discussion in social studies and English classes, and each student was urged to keep a "Film Scrapbook" on the series. An outline for the scrapbook suggested the following

1. Write the number and the text of the article that was illuminated and the title of the film that was shown.

- A FILM PROGRAM FOR HUMAN RIGHTS_ 2. Give a short description of the content of the film.
- 3. Illustrate your description with a small sketch.
- 4. Answer the questions on the film. Refer to the circular.
- 5. Criticize the film in relation to the article of the document. Did it help to make the article clear? Did it illustrate the article in a positive or negative manner?
- 6. Paste in your notebook newspaper articles and pictures of incidents that describe the principle of the article.
- 7. Describe briefly radio and television programs that illustrate the article.
- 8. Describe entertainment films seen outside of school which are concerned with Human Rights.

Teachers were encouraged also to use other audio-visual aid material available at our school, such as:

1. Classroom Films

We have a good collection of films which stress human

2. Filmstrips

We have the entire United Nations series. Special attention was drawn to the filmstrip "The Universal Declaration of Human Rights."

3. Recordings

We have the recordings produced by the Institute of Democratic Education on stories which deal with human rights and many other records devoted specifically to the

The audio-visual aid circular, the auditorium and classroom discussion, the suggestions for the use of classroom films, filmstrips, recordings, and the correlated dramatic presentations in the morning assemblies reveal the effort that was made to make the Human Rights document as meaningful as our own Bill of Rights.

RELATED ACTIVITIES. We have chosen a few high spots of the vector the film the year to illustrate the activities that developed from the film

During United Nations Week, in October, we devoted our regular morning assemblies to a dramatic production on the importance of that organization to world affairs.

In November, at our Open School Week evening meeting, we had as our guest speaker a representative from the Commission on Human Rights. He described to an enthusiastic audience of over seven hundred parents the work of the Commission.

Our relationship with the Commission on Human Rights led to contact with UNESCO at the United Nations building. At their

request we sent a description of our program to the National Commission on UNESCO in Washington. The account of our film program was published in the bulletin UNESCO News in December,

1951.

In celebration of Human Rights Day, in December, the Camera Club demonstrated how the principles of the Declaration were an integral part of everyday life at our school. Using about sixty Kodachrome slides of school activities, the boys indicated the relationship of our activities to the articles of the Declaration. For example:

Article I—"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

This article, typed on a slide, was flashed on the screen first. Then the narrator continued with the script:

"We, at Cooper, act in a spirit of brotherhood when we contribute to worthy causes. Here are three to which we give each year:

(Slide—Clothing Drive) We send clothing to needy children in other lands.

(Slide—Red Cross Boxes) We fill Red Cross Boxes for our friends around the world.

(Slide—Hospital Visit) Our boys bring books to children in hospitals."

The United Nations, enthusiastic over our program, sent an engineer from their radio division to record the script of "The Universal Declaration of Human Rights and Life at Cooper." We were told that excerpts of the tape recording would be used as part of some future U.N. program on how American schools celebrate Human Rights Day.

Our contact with UNESCO, mentioned above, gave us other assembly programs. In January, 1952, we held a Junior UNESCO

Nor did our interest cease at the end of the school year when our film program was terminated. To our concern with the Commission on Human Rights and UNESCO, we have added an interest in the work of UNICEF because that agency of the United Nations is closest to the hearts of our children. Last year and in this current year, we observed United Nations Week with a program dedicated to the work of that agency.

THE ULTIMATE OBJECTIVE. The film program—"World Freedom Through the Declaration of Human Rights"—with all the dynamic activities that arose from it, marked the year as one of keen satisfaction to the boys and to the faculty of Cooper. We had succeeded in making our boys not only conscious of the United Nations but also aware of the importance of the monumental document. We can only hope that this awareness will be translated into worth-while behavior patterns in the life of the community.

Because these words of Carlos P. Romulo, spoken when he was President of the General Assembly in 1949, state our feelings on the document far better than we can do, we close our story with his words:

"The Declaration transcends national boundaries and erases the dividing lines of races and creeds. All the cherished liberties for which individual nations had fought in the past and which have been enshrined in the constitutions of individual states, are extended by the Declaraton to all men.

"The ultimate objective is to help secure lasting peace, a peace built on the indestructible foundations of freedom, justice and universal respect for the inherent dignity and the God-given rights of man."

DINA M. BLEICH

J.H.S. 120, Manhattan

It is high time we gave adequate recognition to the fact that retardation in reading is more than the lack of ability or learning of a basic skill. This does not mean that skill in reading is unim. portant. On the contrary, despite the progress of mass media of communication ability to read with facility is more important to adjustment of the individual than ever before. Books, magazines, and newspapers offer a rich field of information and enjoyment, Self-education and advancement are dependent on reading ability —and certainly, not least of all, ability to read often spells the difference between success and failure in school, with all the maladjustments and unhappiness which accompany the latter outcome.

At the last meeting of the New York State Council of City and Village Superintendents (New York Times, 9/30/53) a report indicates that "one out of every sixtten persons in the state will be confined to a mental institution at some period during his lifetime and the number is steadily increasing. . . . Unless immediate action is taken to counteract this dangerous trend, the report asserted, one out of every twelve children born this year in the state will sometime during his life suffer a mental illness severe enough to require bospitalization." Is it far-fetched to assume that retardation in reading is not only a cause for maladjustment in school and thus contributory to the development of psychological disorders but is also a result of such maladjustment?

A sound remedial reading program should need no justification. Yet at a time when so many remedial classes have yielded to the exigencies of the budget, it is important to review the benefits which result from such a program—and conversely the evils which develop from the absence of special reading classes. Finally we ought to realize the handicaps presented by a lack of specialized help.

A PROBLEM OF ADJUSTMENT. Two and a half years ago we had the good fortune to have a teacher assigned to the reading classes who was deeply interested in helping handicapped children. From the very beginning it became obvious that retardation was due to more than improper reading habits and physical defects. Although there were individual deviants the following characMENTAL HEALTH AND REMEDIAL READING_ teristics were common: a dislike of reading, failure in school subteristics were the school subjects, manifestations of psychological disturbance, abnormal home background.

ackground.
Since adjustment to school was an immediate problem for these Since adjusting to the some measure of these boys, it was decided to help them to achieve some measure of sucboys, it was considered to enjoy at least one phase of school as a first step toward cess and their attitude toward reading and thus eventually improving reading ability. To do this, it was necessary not only to proving create a relaxed atmosphere afforded by a special room and small classes but also to show the boys that there was interest in helping them with their problems. With the active cooperation of the principal and administrative assistant a room was furnished with several tables, open book shelves on the walls, a filing cabinet, and a bulletin board. Thus it became possible for boys to come in. select a book of their choice, and read for as long as they wish (or at least until the bell rings). Other boys play word games, some look at pictures on the bulletin board, some receive individual help from the teacher.

The keynote of the program is flexibility and personal interest. In any one day or period the teacher's activities include assisting the boys with other subjects, discussing individual personal problems, taking down an oral report of a boy's experience, joining in the word games, leading a discussion of a book, calling parents to discuss a special problem or merely to say a word to a boy who may be out of school because of illness, and maintaining liaison with other subject teachers.

During and after school there is the constant search for new material. The interests of the boys form the bases for the selection of reading matter. Once the initial block is broken many of the boys become omnivorous readers. Some boys who have never read an entire book in their lives have read as many as twenty books during the term. Books on aviation, science, hobbies, animals, sports, or just plain stories are some of the most popular areas.

"IF IT'S ABOUT HORSES . . ." The degree to which interest plays a part in developing reading may be illustrated by the fol-lowing institute of the lower plays a boy to the lowing incident. A perplexed history teacher brought a boy to the chairman users. chairman. "How can he do his lessons or come prepared to class? This boy can't read."

"But how can he get the information? He can't read," wailed Mr. G.

"If it's about horses," calmly interjected Fred, "I can read it." It is worth noting that because of interviews with this boy's parent the reading teacher helped bring about a radical change in home environment. From expressed hostility to the boy's interest in horses they changed toward sympathetic interest and encouragement. He is now being helped by them in preparing for a career in forestry.

ORGANIZING FOR INDIVIDUAL NEEDS. Classes are organized with some attempt at homogeneity. New students, nonreaders (below third grade reading level), pupils of foreign language background are some of the groups for which provision is made. No class is larger than twenty-two, and the non-reading group is kept at below fifteen (sometimes as low as seven). More than eighty percent of the students are retarded more than two years. A few may test as retarded only from six months to a year, but because of other characteristics it is usually felt that they can profit from the atmosphere of the reading classes. The teacher has no building assignments, thus freeing her for personal follow-up.

PROGRESS STORY. The statistics for the past term give some idea of progress achieved. Form B of the Nelson Silent Reading Test was given in February, 1953, and Form C in June. The median reading grade rose from 5.4 to 5.9 and the third quartile from 6.0 to 7.1. More than half of the group showed an improvement of from six months to two years and seven months. Seventeen percent showed retardation of from one month to one year. Five percent showed a gain of more than two years.

These results do not tell the entire story. Dr. Max Siegel, Chief Psychologist at the Brooklyn College Testing and Advisement Center writes, "Our experience has indicated that while a statistical gain on the retest certainly reflects gain, an absence of measured REALIZING THE FULL POTENTIAL. Our own experiences substantiate the expert conclusions of Dr. Siegel in every respect. Better adjustment can be attested to by subject teachers and by reports from grateful parents. To realize its full potential, however, the program must have:

- 1. Adequate personnel. We need sympathetic teachers who are trained and interested in the work. It might be worth-while to have substitute or student teachers recommended by chairmen for special licensing. This would provide stability and proper personnel.
- 2. Assistance of clinical psychologists who are readily available. There is a desperate need for expansion of the services of the Bureau of Child Guidance. The reading teacher cannot possibly administer batteries of tests and make the diagnoses which are so vital if therapy is to succeed.
- 3. Wide latitude for the reading teachers in the selection of materials. It would be well to supply funds which can be drawn on during the term as is done for live supplies for biology teachers.
- 4. A special room for exclusive use to provide the physical surthe reading thich help to create the relaxed atmosphere in which the reading teacher must work.
- It is difficult to exaggerate the importance of maintaining such programs in all of our schools. Other teachers become conscious of the court of the of the special disabilities of retarded readers and make special efforts to the efforts to meet their needs. They also become more alert to the problem and make referrals to the reading teacher. Money invested

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in such programs will more than pay off in terms of less frustra. tion among teachers; happier, better adjusted children; and perhaps a reduction in the alarmingly rapid increase in mental illness.

MORTON SIEGELBAUM Manhattan H.S. of Aviation Trades

INDUSTRIAL TOURS FOR STUDENTS AND TEACHERS, 1954

For the past three years the Business Girls Club of Julia Rich. man High School has sponsored commercial and industrial trips during and after school hours. The usual routine matters must be provided for, such as arrangements with the firm, written parental consent, exact transportation directions. We find that a club or class tour is an instructive adventure for both students and instructor—and it is sufficient reward for the planning and prepa-

Groups of teachers are likewise cordially invited to visit industrial plants in most states. The New England Council, the New Jersey State Chamber of Commerce, and the State of New York Department of Commerce have listed firms that invite instructors. Arrangements should be made in advance. As most of the plants are closed on Saturdays, these tours must be made over Easter, Thanksgiving, or Christmas vacations. For security reasons many plants have not been able to extend visiting privileges to teachers.

Lists for such plant tours follow. The Business Girls Club has visited most of the places mentioned in the New York City directory. An in-service course might be planned for teachers' groups that wish to visit the industrial plants at a distance from New York City by means of busses.

NEW YORK STATE

Organization		WY STATE	
Carpet Co.	Amsterdam	Hours Tuesday-Thursda	Contact avGuide Service
Corning Glass Center	Corning	9 a.m. to 1 p.m. Daily Tours	Guide Service
	Binghampton	10 a.m. to 6 p.n (Closed Monday) By appointment	n. Mr. E. C. Costello
Pleasant Valley Wine Co.	Hammondsport	Monday to Frida 10 a.m. to 3 p.n	v Guide Service

	INDUSTRIAL TO	URS		
	INDUSTRI	STATE OF N	NEW JERSEY	
	160ml	Dover	Appointment	E. E., Bray
	Acme Metal Products American Type	Elizabeth	Appointment	W. C. Stafford
	Founders Pall Telephone	Murray Hill	Appointment	R. K. Honaman
	Laboratories Campbell Soup Co.	Camden	Appointment	O. G. Willits
	DuMont Labora- tories Inc.	East Paterson	Appointment	Harry Housten
	Ford Motor Company	Edgewater	Appointment	J. Koch
	General Foods Corp.	Hoboken	Appointment	G. E. White
		Linden	Appointment	Plant Manager
	Hoffman-LaRoche Inc. (Medicines)	Nutley	Appointment	C. G. Maise
	Johns-Manville Corp.	Manville	Appointment	S. J. Reynolds
÷	Johnson and Johnson	New Brunswick	Appointment	Richard Mulligan
	R.C.A. Victor	Camden	Appointment	T T T Tomas
	Shulton Inc. (Cosmetics)	Clifton	Appointment Appointment	J. K. West R. A. Dey
	Dia	STATE OF	CONNECTICIT	

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Dictaphone Corp.	Bridgeport	Tuesday-Friday	Guide Service
Neumann-Endler Inc. (Hats)	Danbury	9:30 to 2:30 Daily 9 to 4 p.m.	
Case, Lockwood and Brainard (Printing and Binding)	Hartford	Daily 8 to 4:45	Guide Service
(Coffee Co.	Hartford	Daily	Guide Service
Marlin Firearms (Razor blades)	New Haven	8:30 to 4:30 Daily 10 to 3	Guide Service
Co. And Barnes	New Haven	Daily 10 to 11	Guide Service
Pitney Bowes (Postage meters	Stamford	Daily 10 to 4	Guide Service

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	NEW YORK CIT	Y AND VICIN	IS [February, 1954]
Bloomingdales	59th St.,	10-5	
,	Lexington Ave.	-	Employment Office
Bonwit Teller	56th St., 5th Ave.	10-5	
Chase National	18 Pine St.	10-4	M. Eleanor Davis Curator of
Bank	and the second	Elect Annual Control	Museum
Coca Cola	415 E. 34th St.	10-4	Guide Service
Consolidated Edison Co.	41st St. at U.N.	10-5	Guide Service
Waterside Plant	M-11 T	0.5	
Federal Reserve Bank	Maiden Lane and Nassau St.	9-5	Visitors Service
International Business Machines	57th St. and Madison Ave.	9-5	C. F. Bucknam
Loft Candy Co.	38-38 9th Ave., L. I. City	9-4	Guide Service
Loose Wiles Biscuit Co.	Long Island City	9-5	Guide Service
Magistrates Court	57th St. near 3rd Ave.	9-1	Mrs. Holder
National Cash Register Co.	Radio City	9-5	Clerk of Court Manager
New York Stock Exchange	Broad & Wall Sts.	10-3	F. W. Reinger
New York Times	229 W. 43rd St.	9-4	Statem look.
New York	University	3-5	Guide Service
University (Jame	es Heights	J-)	Curator
Collection)	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7		Edward O. Smith
The News	220 E. 42nd St.	0.4	Diego
Plaza Auction	9 E. 59th St.	9-4	Guide Service
Rooms	- John of.	9-5	Auctioneer
Radio City Elec-	Radio City	0.6	191
tronic Exhibit	City	9-6	Open at all times
liffany and Co.	57th St., 5th Ave.	0.1	
Inited Nations	42nd Street,	9-1	Mr. G. F. Mahon
	17	9-4	Visitors Guide
Inited States Lines	1 Broadway		in Lobby
		(visit ship in	Permit
Inited States Sub Treasury	Broad & Wall Sts.	berth) 9-5	Open to Public
Building			
est Point Tour	Via Day Line in		STATE OF THE STATE OF
whole the	Sept. & June Fare \$2.75		(M)
R. C. GEIST			4.1.01
		Julia Rich	nman High School

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PARTICIPATION-

PARTICIPATION

At 8:38 Mr. Harry Ridgway reached the high school. At 8:39 he punched the time-clock. At 8:40 he tried to greet a student but found he'd lost his voice. What to do?

"Well, I'll give them busy work," he decided.

The chief reason for the school's nickname of Chamber of Horrors was its principal. At 58, Mr. Harold W. Grimstone, B.S., M.A., Ph.D., was still an only child. He was irritable, fault-finding, sarcastic, intelligent, stingy, and over-sensitive. Also, thank goodness, he is now retired.

Harry's first class was in American history. He decided to give them a nice, quiet little test. The questions, nice time-consuming questions, arranged themselves in his mind. The class filed in. The bell rang and they got quiet. Harry checked attendance quickly. He rose to search for chalk. He froze.

The door in the back had opened to admit Mr. Harold W. Grimstone, Principal. Mr. Grimstone did not enter to observe a teacher in the usual way. Not for him the cordial little nod of the head, the somewhat apologetic half-smile to admit this was just routine. When Mr. Grimstone was forced to look at a teacher he managed to convey the impression that he smelled something that should have been buried by now. When he didn't look at you, it seemed to be his way of saying you were completely unbearable. Mr. Harold W. Grimstone did not like somewhat short, stocky, muscular teachers who would look more at home filling your gas tank than they did in the well-pressed, immaculate clothing their profession demanded. Mr. Grimstone did not approve of a GI.'s getting extra consideration in civil service examinations. He did not approve of a full-period test on the fourth day of the term. And Mr. Grimstone would view a teacher trying to collect pay when he had no voice as distinctly lower than a counterfeiter.

A dozen fears, solutions, and excuses ran through Harry's mind. None were practical. But that test . . . he'd be sunk if he started that. Mr. O Practical is that the started that the bids didn't know that. Mr. Grimstone happened to be right. The kids didn't know enough. The manual of the control enough. The kids were getting that look Mr. Grimstone always evoked The kids were getting that look Mr. Grimstone Harry knew evoked. The kids were getting that look Mr. Grimstone. Harry knew whom Mr. Cids were getting set for Mr. Grimstone. Harry knew whom Mr. Grimstone would get even with.

Harry stepped to the board. He wrote, "I have lost my voice, Turn to page 167." Then he wrote,

What Where When Who How Why The class was puzzled. The teacher was trying something new.

They opened their books to find that Mr. Ridgway was starting them on that old but somewhat inspiring story of the Constitutional Convention: the fight to get a Constitution, the compromises needed to get it passed, in short, the main principles of American government. Mr. Ridgway kept pointing to his list of What, Where, and so on. He kept pointing at the students since he couldn't call on them. Kids were waking up all over the room. Mr. Ridgway had a look on his face if you didn't answer. You had to watch him and you had to watch the book. Mr. Ridgway wrote Federal Government on the board. He pointed to What. A student rose to answer. That was easy. It was right in the book that a federal government lets states do some things. Then Mr. Ridgway pointed to Why, and nobody could answer. It wasn't in the book. But Mr. Ridgway insisted. He even wrote the question out, "Why does the national government handle some things while the states handle others?" They cudgeled their brains. They couldn't figure it out as they were not, you understand, too brilliant a class. Mr. Ridgway still insisted. He wrote, "How can you find out?" A boy replied, "Look in the library." Mr. Ridgway was impatient. One of the girls frowned at the library suggestion. Mr. Ridgway motioned to her to explain to the boy. She did.

"It would take too long. He-Mr. Ridgway wants to know now." Then they all sat in a trance.

Harry Ridgway wrote on the board, "Can you ask me?"

He pointed to a boy who looked dubious. The boy answered, "Naw."

Harry pointed to Why. The boy smiled. "You ain't talkin'."

The class tittered. Harry pointed to Who and eyed them expectantly. Suddenly the hands began to shoot up. The class was triumphant. "Mr. Grimstone!" They were yelling. Mr. Grimstone tose, beaming. He loved to talk.

"Now, why do you suppose it is the national government that has the power to wage war and not the states?" The hands went up. The period ended in a whirlwind. It was the first time the stu-PARTICIPATION_ up. The Peter seen Old Grimstone act remotely human.

As they left the room, Mr. Grimstone pounded Harry's husky shoulder.

"You were marvelous, my boy. The very thing we stress is pupil participation and I have yet to see a lesson with more pupil participation. How could there be more participation," Mr. Grimstone was really shouting, "when the teacher won't talk?"

Mr. Grimstone laughed merrily at his own little quip for some time. "My boy, I am going to give a full description of your unusual work to the next High School Principals' meeting." He wandered away smiling broadly and thus caused three lady teachers to doubt their own senses.

Harry was elated. He'd passed the dreaded observation with flying colors. He was on the right side of the old monster.

A friend inquired, "How was the observation?" Harry didn't answer. He couldn't.

GEORGE T. WRIGHT

Jamaica High School

YES, BUT CAN WE SUPPLY THE MOTIVATION?

"When people are in love and reading a love letter," wrote Dr. Adler, "they read for all they are worth. They read every word three ways; they read between the lines and in the margins; they read the whole in terms of the parts, and each part in terms of the whole; they grow sensitive to context and ambiguity, to insinuation and implication; they perceive the color of words, the odor of phrases of phrases, and the weight of sentences. They may even take punctuation into account. Then, if never before or after, they read." If only into account. Then, if never before or after, they days at lease things are cutting into your reading time these days, at least you can "read for all you're worth" when you do read And tead. And as you start another year of teaching young people to read, you can teach them to read for all they're worth, too.

Lillian Gray in her column "The Teacher as a Person" in Primary Activities, publication of Scott, Foresman and Company

Book Reviews

THE CONFLICT IN EDUCATION IN A DEMOCRATIC SOCIETY, By Robert M. Hutchins. Harper & Brothers, New York, 1953; \$2.00.

As I was tripping through Robert K. Hutchins' latest—The Conflict in As I was tripping through Robert in Education, and a sad, though slight, threnodic lament it is—I chanced on the age is chanced on Education, and a sad, though single, There I read how the age is inarticulate Chapman's "Confused Alarms." There I read how the age is inarticulate and dumb; how the founts are dry and the stars without light; how a dearth surrounds all things that delight; and the song is numb. Mid-sonnet, the poet wails: "To our faint cries no answering voices come. ." And so, too, does Hutchins wail. For this is the age of educational alarms: There is the tramp of the millions into the schools herded there by compulsory laws; and the roaring rush of millions out of the schools with and without benefit of diploma. Millions of tests sift out and grade the mass by reading ability, by intelligence, by aptitudes, by attitudes, by personality, by leftand-right handedness, and from the sifting and grading arises the pure spirit of Needs. The faery wand of Needs waves and the curriculum responds in a myriad of shapes and forms to do her bidding; no form is too protean: textile arts, auto mechanics, baby-sitting, baby-raising, fine arts, physics, applied physics, physics for the home garage, how to repair your television set; auto-driving, lifesaving, history, mathematics for life, advanced algebra (presumably mathematics for death!) . . . you name it, we've got it. Thus do Needs and Curriculum adapt the millions to Environment, and loud and jubilant is the fanfare as the elite shape one experiment after another at the behest of these current gods.

But Hutchins, metaphysical poet that he is, sits by the torrent and tolls the bell and weeps the departed day. What are these educational fanfares but confused alarms? They rest, he bemoans, upon three absurdities and one nullity. The absurdities are these: the Doctrine of Adaptation, the Doctrine of Immediate Needs, and the Doctrine of Social Reform; the nullity is the Pragmatic Doctrine (Dewey misread and misinterpreted) from which the others emanate.

Why is the Doctrine of Adaptation an absurdity? Because (1) the adaptation is proposed for the American environment; (2) but the American environment; can environment is that of a society in transition; (3) ergo, we are adapting the children in the society in transition; (3) ergo, we are adapting the children in the schools for an environment that will not exist when they per out of the schools for an environment that will not exist when they get out of the schools; (4) he follows, the curriculum is a collection of dead form (5) when they get out of the schools; (4) he follows, the curriculum is a collection of dead form (5) when they get out of the schools; (4) he follows, the curriculum is a collection of dead form (5) when they get out of the schools; (4) he follows, the curriculum is a collection of dead form (5) when they get out of the schools; (4) he follows, the curriculum is a collection of dead form (5) when they get out of the schools; (4) he follows, the curriculum is a collection of dead form (5) when they get out of the schools; (4) he follows, the curriculum is a collection of dead form (5) when they get out of the schools; (4) he follows, the curriculum is a collection of dead form (5) when they get out of the schools; (4) he follows, the curriculum is a collection of dead form (5) when they get out of the schools; (4) he follows, the curriculum is a collection of dead form (5) when they get out of the schools; (5) when they get out of the schools (6) when they get out of the scho collection of dead facts; (5) and current conformities since universal public education can rise (5) and current conformities since universal (6) this public education can rise no higher than its source, the public; (6) this causes the prevailing doctrine higher than its source, the public; (7) (Docucauses the prevailing doctrine to become: "Be like everybody else!" (Documentary evidence: David D. doctrine mentary evidence: David Reisman's The Lonely Crowd; (7) the doctrine of conformity by definition and the Lonely Crowd; (7) the doctrine of conformity by definition and the Lonely Crowd; (7) the doctrine of conformity by definition and the Lonely Crowd; (7) the doctrine of conformity by definition and the Lonely Crowd; (7) the doctrine of conformity by definition and the lonely Crowd; (8) the lonely Crowd; (7) the doctrine of conformity by definition and the lonely Crowd; (8) the lonely Crowd; (9) the doctrine of conformity by definition and the lonely Crowd; (10) the doctrine of conformity by definition and the lonely Crowd; (10) the doctrine of conformity by definition and the lonely Crowd; (10) the doctrine of conformity by definition and the lonely Crowd; (10) the doctrine of conformity by definition and the lonely Crowd; (10) the doctrine of conformity by definition and the lonely Crowd; (10) the doctrine of conformity by definition and the lonely Crowd; (10) the lonely of conformity by definition excludes the consideration of standards of values.

Why is the Doctrine of Immediate Needs an absurdity? Because (1) it a doctrine of ad hoc: (2) is a doctrine of ad hoc; (2) as such, it proceeds from the proposition that to be a success, you must be able to be a success. to be a success, you must be able to do things: plumb, drive, cook, house

keep, haircurl, repair, and lifeguard; (3) but, see above, the doing which keep, haircuri, repair, and incounter, (3) put, see above, the doing which the school teaches is the done; (4) anyway, how do you tell a need? (5) the school teaches is the done; (4) anyway, how do you tell a need? (5) the school teaches is the done, (1) anyway, now do you tell a need? (5) by public demand? O fickle!—this will place the curriculum at the mercy by public demand? of fickle!—this will place the curriculum at the mercy of all the greedy pressure groups, n'est-ce pas?; (6) ad hoc immediate of all the greedy pressure on information of which there is of all the greedy part on information of which there is a plethora; (7) needs put a premium on information of which there is a plethora; (7) needs put a premiora; (/) and Aristotle says that children cannot deal with the facts of the world and Aristone says they have experience; (8) then why disintegrate and about them units the curriculum; (9) why make tender-aged specialists; (10) fragment the curriculum; (5) why make tender-aged specialists; (10) fragment the third smack somewhat of economic determinism, commer-and doesn't it all smack somewhat of economic determinism, commerand doesn't it are ialism?—the Marxian fallacy; (11) finally, has it ever coursed to anyone that our needs are rarely immediate but must suffice for a lifetime of adaptation to the changing environment?

And so to the third absurdity: the Doctrine of Social Reform. Do these clamarous educators really expect that social reform can be accomplished through the schools? What a mirage they pursue. Let the poet speak: "The doctrine of social reform is substantially identical in its results with the doctrine of adaptation and the doctrine of immediate needs. The social reformer is limited to adapting the rising generation to social changes already agreed upon. He is limited to meeting the needs that are sanctioned by the society. He can hope to make himself felt in the educational system only after he has won over the society." But, by the time the persuasion is done and the educational system adapted, society has moved forward (or backward) and the rigmarole must recommence. And doesn't he see the danger in using the schools for social reform? His reform might be wise and generous and wholesome; but what of the stronger than he, perhaps the Communist and the Fascist—what if they become the persuaders? Is he ready to turn over the educational system to them? Must not the schools be fixed to aims, to values that transcend the current, the fashionable, the evanescent though nonetheless garish and meretricious?

Alarms and Confusions will persist while Pragmatism reigns in the Educational Kingdom. Here above all is the dry fount and the lightless star. Pragmatism is the doctrine of no-doctrine; its values are no-values; its ends-and-aims are no-ends and aims. All is tentative, experimental; conclusions are evasive, untenable . . . let's go ice-skating. Ah, but the aims of educations are evasive, untenable . . . let's go ice-skating. of education rest upon a philosophy in general, upon the idea that if men can reason they can discover value, permanent value; they can reach through logic the logic the tenable conclusion, one such conclusion being that even though men are different, and so too their immediate needs, they are at the same time the same are different, and so too their immediate needs, they are at the same time the same, with common needs: the need to develop one's intellectual power, to find enduring outlets for increasing leisure, to make the acquaintance of the tance of the world's culture thereby, in short—to be literate.

No one can be for long in Hutchins' presence without succumbing to the always plaintive and sometimes bland logic of this relentless critic of modern educations and sometimes bland logic of this relentless critic shade singmodern education. My own feeling is that he is some fair Attic shade singing unheard and own feeling is that he is some fair Attic shade singing unheard. ing unheard melodies. How much more cacophonous was the song of Time, just passed Just passed, a song of boys in pistol pants, and low-shoed girls; of switch-

blade knives and hoodlum vandalism; of low IQ's and low RQ's. Hutchins blade knives and hoodium validations, blade knives and hoodium validations, to my knowledge, has never left his lofty remove to attempt his Platonisms to my knowledge, has never left his lofty remove to attempt his Platonisms upon a group of slow learners, for whom the slightest generalization is an upon a group of slow learners, for time limits; he has not had to suffer, at impassable barrier within the classifier and at worst through it impassable barrier within the chaoting, and, at worst, through the snail's pace of learning, and, at worst, through the prison best, through the snail's pace of learning, and, at worst, through the prison best, through the shall space schools where education's foremost aim beatmosphere of the toughest schools where education's foremost aim beatmosphere of the toughest schools where education's foremost aim beatmosphere of the structure of the st atmosphere or the toughest school of the average comes: "Just keep them quiet." (This grows truer and truer of the average schools as the specialized schools drain off more and more of the sort of talent that would respond to the Hutchins philosophy.)

The problem of modern education is more than a nearly turned syllogism. Hutchins is for the democratic state. Is he for universal education as a necessary counterpart of that state? If he is, and I imagine he is, then he has no choice but to adapt on the basis of ability (needs is an unfortunate semantic). I think he recognizes this fact for one can note in this booklet a bit of a retreat on Hutchins' part. After roasting the colleges for their surrender to the doctrine of need rampant in the divisions below, he must finally admit that with the inrush of millions since the war into the colleges, they had to adapt to survive; they had to specialize in vocationalism to retain their membership. No one can deny, though all can bewail, the fact that the drag in universal education is downward toward the middle. I think that Hutchins, too, has decided that the wisest policy is to cooperate with the inevitable.

The tip-off on his strategic retreat is his proposal for a new university, one above and beyond all existing undergraduate and graduate schools. Such a university will make the backward step forward to the medieval counterpart. It will thrive in a universe of discourse, a Summa Dialectica; it would discover and debate; it would affirm and dissent; it would transcend all specialties and make universalism its hub; it would read the great and the good books and talk, talk . . . endlessly talk. Out of talk, character, in height and in depth; men and women realizing the full potential of their humanity and their essential dignity.

That's for me. I would want no finer epitaph than "Graduate First Class From the University of Utopia." Until then, skoal!

JACK C. ESTRIN

A MANUAL OF FIRST AID FOR MENTAL HEALTH IN CHILD-Rothenberg The Julius ENCE. By Sidney L. Green, M.D., and Alan Rothenberg The Julius ENCE. By Sidney L. Green, M.D., and with Rothenberg. The Julian Press, Inc., New York, 1953; 277 pages with glossary and bibliography, \$4.00.

This "first book of its kind" should help to satisfy a very definite need all who are entrusted with a should help to satisfy a very definite need that the same that the for all who are entrusted with the care and guidance of young people. The book attempts to present the book attempts to present some of the fundamental concepts necessary for the development of good with the development of good with the care and guidance of young people. the development of good mental health in our children.

Following the form of first aid textbooks in physical health, the authors

state some common emotional situations and the resultant behavior patstate some common emotional situations and the resultant behavior patterns in children. Included are situations that would be disturbing to most terns in children. included are situations that would be disturbing to most children, such as the death of a close relative; fear of animals, darkness; children, birth of a sibling: situations related children, such as the death of a sibling; situations related to sex; situations hospitalization; birth of a sibling; behavior and the shild displays delinquent behavior hospitalization, but displays delinquent behavior, such as stealing, truancy; where the child esplays delinquent dispussor dispussors are stealing, truancy; where the child's behavior disturbances reflect physical illness situations where the adult attitudes that will insure satisfactory levels of mental or disorder. The adult attitudes a list of "Doz"." or disorder. The adult attended a list of "Don't's" as well as "Do's" for adult health are given. There is also a list of "Don't's" as well as "Do's" for adult health are given. Workshop problems of typical experiences, with questions for discussion, conclude each chapter.

The authors explain very clearly what their aims are. Let me quote them as stated on pp. 17, 18:

With about equal emphasis on WHAT NOT TO DO and WHAT TO DO, the aims of First Aid for Mental Health are:

- 1. To prevent continued, added, and avoidable damage or danger to children who are in acute states of emotional or mental disturbance. To reduce, insofar as possible, the tension within a child suffering from acute emotional or mental disturbances.
- 2. To advise adults regarding the nature and extent of damage which a child's emotional or mental disturbance may inflict upon bis personality.
- 3. To advise adults how to do the right thing at the right time in these cases.
- 4. To advise adults regarding actions they can avoid which might result in lowering the mental health levels of the child.
- 5. To reassure adults who are in daily contact with children by offering them non-technical interpretations of the child's be-
- 6. To outline in broad terms the general conditions under which it is desirable for the mental health first aider to secure professional help for the child. Wherever practicable, this book will offer concrete suggestions as to procedures for securing such additional belp.

In telling us what first aid for mental health is not, the authors state that we should not consider first aid "for the child in an emergency emo-tional circuit." tional situation as any form of punishment, reprimand, or admonition in tetaliation for his misbehavior."

The authors wisely give warning that—"the formularized speech, the roper or call visely give warning that—"the formularized speech, the proper or only thing to say to a child in a given situation has been generally avoided thing to say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally avoided the say to a child in a given situation has been generally as the say to a child in a given situation has been generally as the say to a child in a given situation has been generally as the say to a child in a given situation has been generally as the say to a child in a given situation has been generally as the say to a child in a given situation has been generally as the say to a child in a given situation has been generally as the say to a child in a given situation has been generally as the say to a child in a given situation has been generally as the say to a child in a given situation has been generally as the say to a child in a given situation has been generally as the say to a child in a given situation has been generally as the erally avoided. Although here and there you will come across a child who has an intense to the hore and there you will come across a child who has an intense feeling for and reliance upon words, words do not generally mean for child-eling for and reliance upon words, words with their own most used mean for children what they mean for adults." ... "Their own most used

HIGH POINTS [February, 1954]

and reliable language is that of behavior; they believe the same to be true

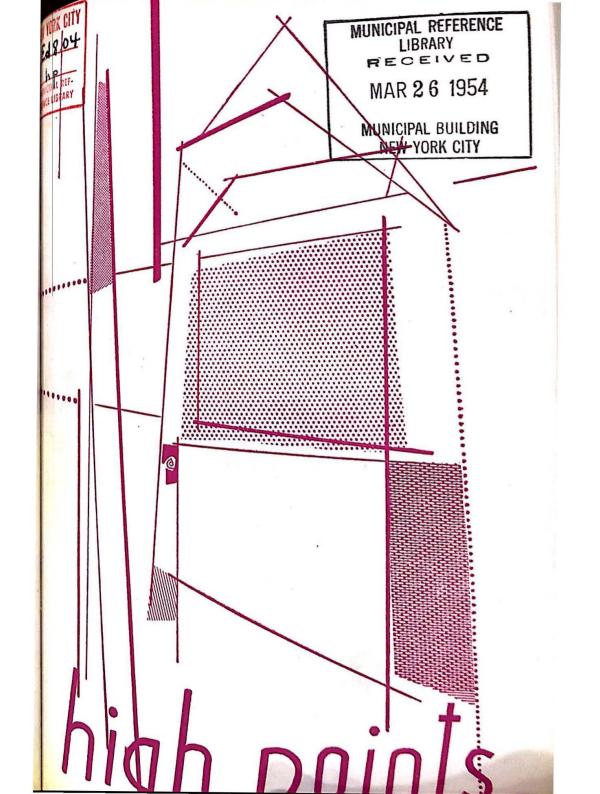
This book is of great value to teachers in helping them to understand This book is of great value to teacher. It can serve as a dictionary of child behavior. It can serve as a dictionary of child better the language or clind penastron to redefine for the teacher "discipline prob-

SILVIA B. FRIEDLANDER

ASSIGNMENT FOR TODAY

"Don't be cynical," Judge Coates said. "A cynic is just a man who found out when he was about 10 that there wasn't any Santa Claus, and he's still upset. Yes, there'll be more wars; and soon, I don't doubt. There always have been. There'll be deaths and disappointments and failures. When they come, you meet them. Nobody promises you a good time or an easy time. I don't know who it was who said when we think of the past we regret and when we think of the future we fear. And with reason. But no bets are off. There is the present to think of and as long as you live there always will be. In the present, every day is a miracle. The world gets up in the morning and is fed and goes to work, and in the evening it comes home and is fed again and perhaps has a little amusement and goes to sleep. To make that possible, so much has to be done by so many people that, on the face of it, it is impossible. Well, every day we do it; and every day, come hell, or high water, we're going to have to go on doing it as well

—James Gould Cozzens, The Just and the Unjust (1942)



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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editor, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX.

which is on file in libraries.



Nursing Takes the Spotlight GRACE BRENNAN*

Whenever there exists a shortage in the supply of workers, the community looks to the schools for training and recruitment. The nursing profession has been no exception. As far back as the war nursing profession has been no exception. As far back as the war nursing profession has been no exception. As far back as the war nursing profession has been no exception. As far back as the war nursing profession has been no exception. As far back as the war nursing profession and representatives of our schools. In years hospitals and allied fields sought the help of our schools. In years hospitals and City educators and representatives of every speposed of State and City educators and representatives of every speposed group which was interested in the problem. With the aid cialized group which was interested in the problem. With the aid of this committee the Superintendent stepped up the schools' long-range guidance program of interesting qualified students in the various aspects of the nursing profession. The schools sought not only to encourage an interest in the students but planned ways and means of giving basic nursing courses and expanded training opportunities through a wider choice of electives.

A brief review of what is being done through various channels and at various levels may contribute to our efforts to meet this community need. We must be mindful that our role is to guide the individual to a career for which she has interest and ability and in which she will be a happy, contented person, contributing to society. This can be said to be the ideal for any career, but nowhere are elements of interest and personality more vital than in the field of nursing.

For the most part students who plan to enter professional schools of nursing are those who complete a four-year college-preparatory course. This number varies, but certainly hundreds come from our academic high schools yearly. In addition to these the records indicate that in twenty-two academic high schools 2738** students were enrolled in home nursing classes. The latter may be students who have expressed no career interest in nursing, but who when introduced to its possibilities may become interested in the field. Other sources of potential nurses are three vocational high schools which offer practical nurse preparatory courses and three additional ones which provide classes in home nursing. While it is difficult to estimate how many nurses come from these groups, it may be a revelation to the community that such a wide cross-section of the

Administrative Director, Cooperative Education.
Organization Report of H. S. Division, 1953.

_HIGH POINTS [March, 1934] students in our secondary schools are familiar with and are trained

Another channel through which interested and qualified stu. Another channel through the cooperative program of edu.

dents become potential nurses is the cooperative program of edu. dents become potential national deal primarily in this

THREE YEARS OF PROGRESS. The cooperative program which has been operating in the business of New York City for more than 35 years was extended to the nursing field in 1950 at the recommendation of the Committee for the Recruitment and Training of Hospital Personnel. At the present time nine high school, five academic and four vocational, offer the cooperative hospital-aide program. Twenty-four hospitals are cooperating, and

350 student-workers are currently in hospitals on a two-week in the hospital and a two-week at school alternating basis.

Students selected for the cooperative hospital-aide program have had one year of basic training in nursing prior to being placed in hospitals. They receive the prevailing wages given to other persons on similar jobs. They abide by the regulations that are met by other similar hospital personnel, such as working in turn on Saturdays, Sundays, or holidays just as do other hospital workers. The one respect in which we have asked a deviation from the general rule is in the matter of hours of assignment. The Board of Education feels a responsibility to maintain all possible safeguards for students while traveling to and from hospitals, and therefore we asked hospitals to adhere to day shifts for cooperative workers. It should be recorded that the cooperating hospitals shared our concern for the young cooperative workers and agreed not to assign them before 7 a.m. or after 8 p.m.

A listing of the areas to which they are assigned and of the duties performed by the cooperative hospital-aides will indicate the value of the experience to them personally and the value of the services they render to the hospitals employing them.

Areas:	Maternity	Operating Room
	Nursery	Private Floors Surgical Wards (not most serious cases)
	Gynecology	Surgical Wards (not most service)
	Pediatrics	Out-Patient Department

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	TAKES THE	The state of the s
NURS	ING TAKES THE SPOTES	
D	make beds morning care and evening	diet 3000 300 0000
	care size care	syringe care take patients to X-ray clinics
		Lasha patients
	respiration taken	admitting and discharging units (set-ups) assist dietitian and tray girls
	pack gloves pack trays, hospital utensils	back rubs
	give enemas	keep utility room linen closet in order
	get patients ready for meals	give water, juices prenatal care
	get patients ready for	
	visitors put flowers in vases	cleaning instruments, syringes, scrubbing utensils

CROTTIGHT-

The students receive ratings from the hospitals on their job performance. This rating becomes a part of the school record. As in all fields in the cooperative program supervision of the students at work is a responsibility of the Director who is assisted by coordinators from each school who visit places of employment to insure a high degree of correlation between school instruction and the job experience. In the hospital cooperative group these schoolcoordinators are registered nurses.

In the three years during which the program has operated in hospitals, 274 cooperative-hospital student aides have been graduated. Because of the exacting records that are maintained in a program of this kind it is possible to give a more accurate picture with respect to student status after graduation than is usually practicable.

The following data are submitted as another proof that practical experience in a field provides the highest type of motivation.

June 1952	raduates	No. who replied (3 months after graduation)	R. N.	P. N.	Remaining in bospital field	Other
Feb. 1953	٠,	30	10	9	10	1
June 1953	67	33	13	7	13	-
1903	140	51	19	19	2	11
						7

HIGH POINTS [March, 1954] As indicated above, since the inception of the cooperative pro-As indicated above, since the profession benefited to the extent of profession become registered purely profession become registered purely profession become registered purely profession become registered purely profession benefited to the extent of gram in the nospital neta, the property of the extent of 42 who are continuing study to become registered nurses, 35 to 42 who are commung that the second practical nurses, and 25 remaining in a variety of hospital openings.

NURSING NEEDS. In view of the gravity of the shortage, the high type of career in question, and above all, the great community need that is to be served, it becomes a primary duty to develop measures to increase the number of candidates for this work.

What are some of the problems that merit careful consideration? The nursing profession is in competition with the more highly salaried labor market of other fields.

The nursing profession requires a round-the-clock schedule of working hours.

The nursing profession needs carefully screened applicants. By the nature of the duties to be performed good health and emotional, mental, and physical stability are necessary in dealing with the sick and convalescent.

The nursing profession demands recruits of average or better ability. To recruit is one phase of the problem, but to guide young people who can meet the demands of the profession narrows the process considerably. Let me be realistic. No one aspect of the individual's record or history is the controlling factor, but the potential required for registered nurses and to a lesser extent for practical nurses is the same as aspirants must have for other professional, sub-professional, and technical pursuits. Thus one finds a highly competitive situation in the recruitment of candidates for nursing. In an analysis of the total needs of the hospital field, it would seem that many duties which were performed in the past only by the doctor are now functions of the registered nurse; duties formerly exclusively the function of the registered nurse now may properly be carried out by a practical nurse; some care of chronic ailments, non-medical attention to convalescents, and a variety of tasks of a sub- and semi-professional nature are allotted to hospital aides. Many individuals in the latter two categories are given approved training appropriate to the level of job expectancy. For example, practical purses practical nurses are certified by the State of New York Nurses

This in no way should be construed to mean that medical care This in the many but rather, as in other professional areas, today is less exacting, but rather, as in other professional areas, roday is less calculated training is the rule of the day. The magnitude of the specialized training adequate attention and an areas, specialized diamed attention and services to patients deproblem of garding and its accompanying training. It seems to mands specialized and cooperate with hospitals in providing some me that the schools can cooperate with hospitals in providing some me that the specialized training. Our contribution toward the registered or uns special of units special continue to be that of guiding the interested and capable students in high schools in the selection of proper subjects which will admit them to the particular professional school of their choice. Our contribution toward the practical nurse shortage can produce more tangible results at the secondary level. Careful appraisal of the requirements of the New York State Nurse Licensing Board of the State Education Department would seem to indicate that the necessary hours of instruction and the appropriate course content can be woven into the secondary school curriculum. The further requirement of clinical experience which parallels very closely the cooperative hospital experience can easily be adapted to fulfill that requirement. In this latter respect the pattern is established and the mechanics are operating for such a cooperaive effort. They can be expanded. It remains for the Superintendent of School's professional experts on the Commission for the Education of Hospital Personnel to recognize that the schools have the manpower which properly directed, trained, and given the required on-the-job experience will develop into a most satisfactory type of personnel in the category for which trained. Experience has clearly shown that this kind of education provides two essential characteristics—motivation and economic security. Both are fundamental damental considerations for young people in any choice of career.

Experience of career. Experience has likewise shown that twenty-four leading hospitals in this communications for young people in any choice of the state of in this community are engaged in a mutually satisfactory relationship which ship which, though initiated to meet a general hospital need, has resulted in stimulating interest in nursing and has provided recruits for both registered and practical nursing.

EXPANDING THE PROGRAM. In conclusion, may I submit

_HIGH POINTS [March, 1954] that one concrete suggestion to alleviate the nursing shortage is that one concrete suggestions the further extension of the Cooperative Education Program to in. the further extension of the clude practical nurse training concurrent with high school educations of the subject of the subje clude practical nuise transport of the subject offerings tion. This would necessitate the enlarging of the subject offerings in some schools and the rearrangement of electives in others in order to meet State requirements. It would also require the expansion of existing relationships with hospitals in the community to provide the clinical, on-the-job experience. Both propositions are

A LIBERAL EDUCATION . .

... is the education which gives a man a clear, conscious view of his own opinions and judgments, a truth in developing them. an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his wont, how to influence them, how to bear with them. He is at home in any society, he has common ground with every class; he knows when to speak and when to be silent; he is able to converse, he is able to listen; he can ask a question pertinently, and gain a lesson seasonably, when he has nothing to impart himself; he is ever ready, yet never in the way; he is a pleasant companion and a comrade you can depend upon; he knows when to be serious and when to trifle, and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect. He has the repose of a mind which lives in itself, while it lives in the world, and which has resources for its happiness at home when it cannot go abroad. He has a gift which serves him in public, and supports him in retirement, without which good fortune is but vulgar, and with which failure and disappointment have a charm. The art which tends to make a man all this is in the object which it pursues as useful as the art of wealth or the art of health, though it is less susceptible of method, and less tangible, less certain, less complete in its results.

—John Henry Cardinal Newman

Form and Substance—A Case of Practical Pedagogy

High School of Music and Art

Many years ago at the National Rifle and Pistol Matches run by Many years ago at Camp Perry, Ohio, a good-natured the United States Army at Camp Perry, Ohio, a good-natured the United States of the New York marine came to visit one of his friends in the tent of the New York State Civilian Team of which I was then a member. He had just Won first or second place in the National Individual Pistol Matches, won more and I was eager to ask him several questions about his 'form,' the principal elements of which in shooting the .45 Colt automatic the official pistol—are stance and grip. I reserved my most important question for the last: where on the pistol did he keep his thumb and how much pressure did he exert with it? At this he held up his right hand for me to see and said with a giggle, "I ain't got no thumb."

The memory of this marine came back to me with amusing relevancy many years later in a situation which may bear telling for its own sake. I was at that time a specialist gunner in the Navy, stationed on one of the islands in the Pacific; and I had been asked to supervise the pistol range while the chief in charge went to sick bay. Late one afternoon, as we were about to secure the range, a second class radio man came hurrying up and asked to be allowed to shoot some thirty rounds of ammunition that he had brought with him. His plane was taking off the next morning and, since a radio man's only weapon of personal defense is his .45 automatic, Het him shoot, and watched him do so on the chance that I could give him some last minute advice. To my surprise he fired a tight group of ten shots, but it was just outside the four ring at nine O'clock: that is, the group was about twenty inches from the center of the bull's eye at a spot where the figure '9' would be on the dial of a clock. As we pasted the target—little squares of paper are pasted over the bullet holes and the same target is used over and over the bullet holes and the same target is used over and over—I suggested that, since he was hitting at nine o'clock, he aim at a point about twenty inches from the center of the bull at three o'clock. A state the chief usuo'clock. At this suggestion the young man said that the chief usually in characteristics. ally in charge had explained to them that the pistol would shoot to the left of to the left of the point of aim if it were not firmly braced by the thumb fixed rather well up on the safety; that, consequently, he

Scanned with CamScanner

RESISTANT LEARNER. It was at that moment that there RESISTANI LEADER of the grinning marine holding up a thumbless hand for me to see, and I had to smile at the serious. ness with which this young man had received this particular bit of instruction, for I have been astonished, myself, to learn by what peculiar mannerism or odd bit of information I have been remembered by some of my students. Then I said to the young man that, while the pistol would shoot to the left if it were not supported by the thumb, it was my opinion, after watching him shoot, that that was not the explanation in his particular case; I said there were many explanations for shooting to the left or to the right, or high or low: there were the shooter's eyes, stance, grip, flinching, the sights of the pistol, the weather, and other factors that lie in the realm of external ballistics; but that the measure of a marksman as well as that of a pistol was the size of the group fired, and that, since his shooting was consistent, the simplest, speediest, and surest expedient was to change the point of aim. My final admonition was this: "If you have to use your pistol and if it doesn't shoot where you are aiming, then simply change your point of aim, for you shoot well enough to be guided by your first shot, and, in any case, that is all you will have time to do under the circumstances."

He listened to my talk with earnestness and then fired his two clips with care and deliberateness. The ten shots made a somewhat smaller group at the very spot that his first group had hit. When I asked him whether he had changed his point of aim he said that he had not, but that he had increased his thumb pressure, and didn't I think he had done a little better as a result? I answered that while the group was somewhat smaller, it was no nearer the point he wanted to hit, and that the only advice I could give him at the moment was to aim to the right.

The young man reloaded and with grim determination fired his last group of ten just where he had fired the others. Then he added dejectedly, "I can't seem to get enough pressure on my thumb," and prepared to leave.

READINESS. At this point, since I could not in conscience let

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We both laughed at this, and I said that, for my part, I had been be right.' puzzled why he had persisted in blaming his thumb for shooting at nine o'clock when there were so many other possible explanations to account for it more simply. For example, I added, the western sun on his left-ranges are generally laid out with the target to the north—might easily account for his shooting to the left. (This is guarded against in match shooting by coating the sights with lamp black.) I had no sooner said that than a thoughtful look came into his eyes and he said, not without the introductory expletives so common in the Navy, "That must be it, chief; I remember now that this morning I was shooting to the right!"

How often do we set out to search for an explanation in some tecondite and esoteric principle only to find it lying right under our noses, or staring right into our eyes.

HENRY THOREAU DEFINES A HOMEWORK ASSIGNMENT

Nov. 1, Saturday. 1851. . . . First of all a man must see, before he can say... See not with the eye of science, which is barren, nor of would be seen to with the eye of science, which is barren, nor of youthful poetry, which is impotent. But taste the world and digest in digest it... At first blush a man is not capable of reporting truth; he must be drenched and saturated with it first.

The Heart of Thoreau's Journals (ed. Odell Shepard. Houghton Mifflin Co., 1927)

The Question of Signs and Symbols of Delinquency

ALAN A. NATHAN Christopher Columbus High School

My interest in this matter deepened as I was exposed to the My interest in this matter. My observation of the growing person in his work at school, afternoon centers, evening recreational centers, in community religious centers, in 29 years in private children's camp has forced the question—the question of how can we note early the signs of an atypical, extremely negative child I suspect the percentage of positive results obtained in high school in redirecting the unhappy non-complying group is small—too small; and somewhere this wastage of human souls and potentialfor-goodness might be reduced.

We receive these unfortunate adolescents with their vicious. anti-social and asocial behavior patterns well rooted and already ground into their makeup. We try to break their warped manner of thinking and of doing things but we use traditional methods and a few untested techniques. A handful give us satisfactory results. But they are so few that if this were a money-producing business, we would be bankrupt. By any standards of successful outcomes or by standards of practical business we have no reason to continue with our present approach. It is spiritually and emotionally sterile in positive achievement with these adolescents.

The amount of time, energy, and clerical follow-up taken by this asocial group is enormous, and seems even more enormous in light of the little success which we achieve.

IDENTIFYING THE FUTURE DELINQUENT. I feel that the patterns of negativeness start in the first years of the future delinquent; that they jell and solidify in the seventh to tenth years and become a series of unconscious acts in the pre-teen and teen age. Thus somewhere in the delinquent's elementary school days his plight might be identified, and he might be reached and worked on and redirected to socially useful citizenship.

It is my conviction that there must be signs and symbols in emotional and social behavior that foretell the youngster who will be a problem. a problem. Research should be set up to locate these signs and

The bully, the perennial cutter, the hardened truant, the in-The pully, the performed a pattern of behavior before ten years of age, not in high school. There must be a similarity in the reof age, not in the reactions. We should make every effort to find these sponses, in the reactions. sponses, in the structure of the series and salvage them before it is too late. The school system is in the best position to set up a system of strong, scientifically grounded research and redirection. Those who undertake this task should approach it with hard analysis, not speculation based on prior speculation, not guess work or fancy-sounding pseudo-scientific terminology, and not concepts developed by untrained, though avocationally interested, workers.

YOUTH COUNCILS. It is suggested that in connection with this approach of research youth councils be set up in every school district consisting of a licensed psychiatrist, a legal representative of the Children's Court, a trained licensed welfare worker, and a trained licensed representative from the Board of Education. The youth council should have specific legally assigned powers of correction, redirection, fine, and assignment for both parents and the delinquent.

It is suggested that each elementary school have a somewhat similar set-up to locate and identify the negatively peripheral types before they become obdurated by repetition. Each of these local councils should do therapeutic and disciplinary work; if unsuccessful at that level, the local council should assign the case to the district youth council for further follow-up. Note that discipline, redirection, and psychiatric guidance should be placed in the hands of the second psychiatric guidance should be placed in the hands of the trained, specialized personnel and not of merely well-meaning teachers.

Underlying all the above is the need to know, find, and recognize the signs and symbols of the atypical behavior pattern. This must be signs and symbols of the atypical behavior pattern. must be done by a research program directed and controlled by professionally trained members of the school system. 15

Topsies in Rebellion CHARLES A. TONSOR

Grover Cleveland High School

Those of us who are concerned with school "discipline" have noticed during the last decade or so an increasing difficulty in handing the "disciplinary cases." They are much more restless, independent, aggressive, ungovernable, and defiant of authority. Some of the traditional controls exercised over them by home, church, school have broken down.

But very important, the mass media of communication have developed into stimulating agencies that affect large numbers of individuals. Young people on panels have asserted that stories about police graft, gangster-government tie-in's, politico-racket groups, and influence peddling have deeply affected the young people. They have lost their idealism and turned cynical. They emphasize the "they-get-away-with-it" and the fact that any law may be broken with impunity if you know the right people.

IN SPIRITUAL REVOLT. Many of them rove the streets at night in gangs or groups, or congregate in hangouts late into the nights. Some engage in acts of wanton destruction either through fear of being called "chicken" or on the principle "Monkey sees, monkey does." The "desperado" instinct, nurtured by ideas and attitudes garnered from newspaper comics, comic books, radio, television, movies with their overstimulation to excitement, comes to the fore, and they must prove that they are real men and women by deeds of daring and danger. Add to this the social milieu which constantly emphasizes war, death, arms, destruction, and you have an atmosphere of tension and turbulence increased by the hangouts near camps and the escapades of some service men and ex-service men. Youth tends to lose its sense of values since at least all boys face the intolerable situation of the draft, which may take a serious bite out of the most precious period of their lives. Many are in spiritual revolt against a culture that does not know how to estalish peace. War, bombs, and coming destruction are constantly being drummed into their ears. And the girls, seeing the boys depart from the community, are equally affected.

Each year has seen a increase in numbers of disciplinary cases in spite of the multiplication of counselors, case workers, and what

While most of the school group was anxious to do its have you. While most of the school group was all xious to do its work well, there was always a small group that wanted to attract work well, there was always a position of revolt accidents. work well, there was arways a small group that wanted to attract against the school attention to itself or assume a position of revolt against the school attention to itself or was to be expected. but the attention to itself of assume a position of revolt against the school situation. That hard core was to be expected; but the problem has situation. That many core was to be expected, but the problem has expanded beyond that hard core to include addicts, alcoholics, and expanded beyond that hard core in whose minds the include addicts. expanded beyond that hard cold to meride addicts, alconolics, and obacco-doped youngsters in whose minds the idea of cause and

Psychiatrists used to classify the apparently chronic cases as psyconsequence has become dulled. Psychiatrisis used to such a psychopaths—individuals at war with their culture to such a degree that their situation could be regarded as chronic with little hope of that then situation how can we say this of young people? How can improvement. But how can we say this of young people? How can we be sure that the individual is a psychopath and not an "emowe be suite tionally disturbed" person unless we have a long history of him? An "emotionally disturbed" individual, in an environment of authority or confinement such as a school must be, may react in ways similar to those of the psychopath. Psychiatrists now use the term sociopath to avoid a distinction about which they may not be

The emotionally disturbed individual—the neurotic personality sure. -is far more likely to be the one with whom we have to come to grips. His main difficulty is in the field of interpersonal relationships and internal stresses as revealed by worries, fears, anxieties, rebellion, aggression, and even depression. He can not get along with people because he has grievances, real or fancied. Our efforts must be focussed on interpersonal relationships—whatever improvement we make in him we make because we have increased his competence in this area.

LIKE TOPSY. One basic fact emerges from studies of delinquency and disturbed children: most of these children have grown up like Topsy and taken their mores from the family cat—sleep by day, roam the streets and hangouts by night. They have never been integrated into a home nor trained to responsibility. They have no chores or tasks which are theirs to do nor have they helped adults in doing them. They are Topsies, left to grow by themselves and grow in rebellion.

To work with things or people is to love and respect them. That is the basis of gang loyalty. The young people have learned to love and respect to love and respect to love. and tespect the wrong people by working with them. Our com-17

_HIGH POINTS [March, 1954] munities do not harness the potential power of the adolescent, and munities do not narness the potential process and adolescent, and therefore he learns to love and respect those who have the brains devious ways for their own profit. The therefore he learns to love and respect to snare him into devious ways for their own profit. The brains to snare him into devious ways for their home, their young people feel no tie between themselves, their home, their community school. Thousands of them have some nity, their church, their school. Thousands of them have never been inside a church and are antagonistic to it. Through its extra-cur. ricular program, its personality-building program, school must create an area of experience in working with the right people and

THE HUMAN TOUCH OF THE TEACHER. If we are to be successful in this field, we must expect of the teacher some of the less specialized competencies of the case worker. The teacher can do much because when the teacher works, the individual does not feel himself a case. He is one of the group even if different—one in need of help. The more the teacher can do to get the individual to help himself the better. Sure, it will often try the patience of Job; sure, improvement will be slow. It may come only after the young person has been out of school some time-when the formula "experience + information" begins to operate automatically to produce "insight." But once the formula has resulted in action, the individual is adjusted.

The teacher can not reform the individual; he may work upon him to get him to help himself; he may provide opportunities for self-direction and in doing this may have to face failure and resistance, to say the least. But only the human touch of the teacher with understanding of the stresses operating within the child can produce results. And these results may come in a Latin lesson, an English lesson, or any subject lesson if the teacher is alert to the human values of his subject. Discipline, yes, but through the pressure of personality on personality, not of authority on rebellion.

FOR THE MAN WHO OWNS ONE

Harpo Marx was once invited to visit Alexander Woolcott in Vermont, and borrowed a decrepit vehicle from Ben Hecht to drive up there. When he arrived, Woolcott stared at the brokendown car in amazement and demanded, "What is it?"

"No insults, please," said Harpo. "This is my town car." "Yes," replied Woolcott, "and the town is Pompeii."

Not All "Slow Learners" Are Slow WILLIAM ISAACS Christopher Columbus High School

All teachers know that slow learners and slow-normal learners* All teachers and problems and present difficulties which do exist. They decade for them. They come a present difficulties which most teachers are first teachers. They can and do profit very greatly have been established for them. They can and do profit very greatly have Detri Collaboration of the groups—from small classes, —perhaps even more so than other groups—from small classes, -pernaps creating and courses of study especially devised for

Most boys and girls in slow and slow-normal classes obviously them.** belong there. With the best of good will and the greatest effort, they still have great difficulty comprehending what they read, understanding complex thoughts, and expressing their own ideas clearly. There is no mistake about it; they are slow or slow-normal

learners.

Teachers have also found that some of the students in slownormal classes seem brighter than the others. They read well, have little difficulty understanding what they read, and express themselves clearly. Teachers frequently wonder how these students got into slow-normal classes, and what they are doing there. But the reasons very soon become clear—whether or not such students belong. Practically all of them show not the slightest interest in anything which goes on in the classroom, whether it is a current events discussion, a lesson on the American Revolution, or even a film. They do not work up to their capacities or make any serious effort to get their school work done. They remind one of a twelve cylinder car jogging along on four cylinders. In their view, school at least as it is now constituted—has nothing to offer.

They come into the room at the very last moment, become restless and talkative in a very short time (they do not seem to have

No attempt is made in this article to discuss what should or should not be taught to discuss what should or should not be taught to slow and slow normal learners, nor is there any implication that the Dresease that the present approaches and programs are sound or unsound.

In speaking of slow learners and slow-normal learners, the present writer is referring of about 75 to 90, is teferring to pupils with an approximate I.Q. range of about 75 to 90, and 90 to 100 Pupils with an approximate I.Q. range of the same, the and 90 to 100 respectively. Although their problems are not the same, the thesis of this are not the same, the thesis of this are not the same, the same of this are not the same of the same thesis of this article is equally applicable to both groups. It should be added, of course, these these these states are not the same and the same and the same and the same and the same are not the same and the same and the same are not th of course, that the intelligence quotient is not the only factor involved in determining which pupils fall into these categories.

any span of attention), and they are all packed up and ready to

When left to themselves, most of them talk endlessly. The boys When left to themselves, most sports, automobiles ("hotrods"), are especially preoccupied with sports, automobiles ("hotrods"), and of course pirls. The pirls major in the sports are specially preoccupied with sports, automobiles ("hotrods"), and of course pirls. movies, television, and of course, girls. The girls major in clothes,

They do not read very much. A quick glance at the comics, sports page, and the scandals of the tabloid newspapers, and an occasional perusal of romance, true-story, sports, and detective story magazines—this sums up their reading.

Some of these students are simply apathetic; others are definitely hostile and antagonistic.* It would be a mistake to assume that apathetic and antagonistic learners constitute new species of students. Much has been written and known about them for some vears.

In a general way, it is possible to distinguish the attitudes and behavior of apathetic learners from those of antagonistic learners. The former respond indifferently, if at all; the latter respond negatively, with hostility. There is no mistaking the determination with which both groups, and especially the antagonistic learners, not only ignore, but completely resist, learning.

The existence of apathetic and antagonistic students is completely borne out by studies of school mortality. Amazingly large numbers of students leave school not because of economic conditions or because of their inability to do school work, but rather because they are tired of school, and feel, rightly or wrongly, that school has nothing to offer them.

Special classes—Experimental General (XG)—have been created in New York City schools for some types of slow and slownormal learners. An attempt is made to keep out of these classes antagonistic, and probably to a lesser extent, apathetic learners. Unfortunately, in most other classes set up for slow and slow-notmal learners, no such efforts are made. It is in these classes rather than in classes under the XG program that the problems discussed here arise.

Apathetic Learners

There are many causes of, and explanations for, apathy among large numbers of students.

(1) Much education comes from reading. At one time reading was one of the few sources of recreation and pleasure available to young people. Today reading has stiff competition from radio, television and motion pictures. Many students find that reading cannot hold a candle to the more attractive forms of entertainment afforded by these mass media of communication. Such students see no reason for reading when there are more pleasant and less demanding ways of spending time.

"Why don't you read your assignment?" an English teacher recently asked one of her apathetic students.

"It's too much trouble," was his simple reply.

(2) Although there was probably never a golden age in education when student achievement measured up to teacher expectation, it is nevertheless probably true that there has been a noticeable decline in scholarship at almost all levels during the past two decado. decades.

Scholarship requires undisturbed, as well as clear, minds. At no time have all pupils had peace of mind and been completely free from worrion. from worries. But the anxieties and tensions of a war-torn world, and the beat and the broken homes and separated families which have resulted during the more and separated families which have greater during the war and the post-war years, have created even greater This has made itself felt in the classroom.

The prospect of military service has also cast a great shadow 21

^{*} These categories do not exhaust all the types of students found in slow and slow-normal classes. The and slow-normal classes. There are other types of students who do not learn because of emotional blocks. because of emotional blocks. Still others are apathetic or antagonistic as well as slow to learn

_HIGH POINTS [March, 1954] over the lives of teen-age boys. Faced with this prospect, many of over the lives of teen-age boys. the older boys in high school have become extremely troubled to apply themselves to the They frequently find it difficult to apply themselves to their studies. What is even more important, they do not see any point in

(3) Boys and girls are victims of their environment in another equally cogent sense. Their views mirror those of the outside world —a world which places high value upon material things. The successful men in the community who are admired, emulated, and envied by most people are those with beautiful homes, big cars, and large television sets; the ones who keep their wives in mink coats and diamonds, and who live extravagantly and entertain lavishly. It would be demonstrably false for teachers to argue that these men studied hardest in school and therefore made the most

Teachers find it extremely difficult to replace the resulting cynicism with a balanced respect for learning.

- (4) Many students come from homes of a socio-economic level where their every need is not only provided for, but even anticipated. The push and drive which their parents required to succeed seem to be lacking in their offspring. There seems to be little need for persistency, perseverance, sacrifice, and hard work on the part of the children. The kind of success they are interested in has already come to them without much effort.
- (5) In addition to the apathy of some well-fed, well-cared-for middle-class boys and girls, there is also the apathy of some members of disinherited minority groups. Some Negro and Puerto Rican children and some members of other minority groups frequently show little interest in school because they feel there is no significant place for them in our society.

The minority situation, admittedly bad, has been improving, and will probably continue to improve. However, even if uncalled for, this attitude persists, and will probably continue for a considerable and indefinite time.

(6) Educationally speaking, Americans are living in a transitional or Production tional era. For better or worse, the old order—traditional education—seems to be on the way out in the public school system. NOT ALL "SLOW LEARNERS" ARE SLOW_ Many problems have arisen in the course of the growth and de-Many propieties and elegiowin and development of the new education. The controversies over goals and velopment are shortages of facilities and supplies velopment of the velopment of the dearth objectives, the shortages of facilities and supplies, and the dearth objectives, the shortest and emotionally conditioned staff have of an adequately trained and emotionally conditioned staff have of an adequate, created considerable uncertainty. (It is no secret that some teachers treated considerable skeptical towards, or hostile to, the new propram.) This has been reflected in the attitudes, study habits, and gram.) raining of some students, who have become unwitting victims of this transition.

Antagonistic Learners

Antagonistic learners present an entirely different pattern of behavior. Any contacts with them, however brief, soon disclose several stark realities: these students are generally anti-social, sullen, resentful, and uncooperative. They bristle with hostility toward teachers, and often toward other students. They do not participate very much in class recitations. They lack motivation to learn. They cannot be interested in formal or informal education by any tricks drawn from the pedagogic bag and anxiously dangled before their eyes at the beginning of recitation periods by desperate teachers. They look for opportunities to disrupt class recitations. They break out at the slightest provocation, and create unpleasant scenes (for which they sometimes express regret later, but not without subsequent repetition of similar incidents.) They respond neither to kindness nor to threats, lectures, or exhortations by teachers to improve their behavior and mend their ways—the latter methods all pointless, incidentally.

Existing schools do not cater to their most articulate interests sex, sports, and cars. Antagonistic students do not regard this as a great calamity. They do not seem very eager to receive any schooling along the doing very ing along these lines. They believe they can do, and are doing, very

Guidance counselors and teachers who have had any experience With antagonistic students, and have studied their behavior, generally come are emotionally etally come to the same conclusion: most of them are emotionally disturbed boys and girls. Their outward show of aggression generally compared fully compared in the same conclusion: most of them are emotions and girls. Their outward show of aggression generally compared in the same conclusion. etally compensates for some inner fear, anxiety, frustration, or

HIGH POINTS [March, 1954] It seems a mistaken notion to believe that these antagonistic boys and girls can be reached or helped by placing them in classes with slow learners. These disturbed pupils benefit very little, if at with slow learners. These discounting influences on students and all. They tend to become demoralizing influences on students and all. They tend to become active that these students get into slow or teachers. The probabilities are that these students get into slow or slow-normal classes not because most administrators are ignorant or misinformed, but simply because there does not seem to be any

Can Anything Be Done?

It is not this writer's purpose to present a detailed analysis of how to deal with the many problems of apathetic and antagonistic learners. Their problems have been studied by teachers, guidance counselors, psychologists and psychiatrists for some time. The experts have not come up with all the answers, but they have found many of them. Despite some differences of opinion, it is not a lack of knowledge which acts as the chief barrier to the solution of many of these problems. Rather it is the lack of funds to implement basic findings, which recommend more psychologists, psychiatrists, social workers, and teachers; more schools of all kinds; additional supplies and equipment for more and varied types of educational programs.

APATHETIC LEARNERS. It has already been indicated that world conditions and some aspects of American culture make for indifference on the part of some students to general education. Apathetic students especially seem imbued with an intensely practical outlook on education. They do not see anything in the study of American history or literature which will help them earn money to buy their first car or television set. Unfortunately, in many cases, teachers cannot do very much to change this attitude. Apathetic students will continue to be with us in the foreseeable future.

Despite this indifference on the part of many apathetic students, it is nevertheless true that there is a considerable educational lag between what students are taught and what many educators think students should be the students should be taught to bring education into line with the needs of society and the interests of students themselves.

It is entirely questionable whether education can be geared solely

NOT ALL "SLOW LEARNERS" ARE SLOW_ to the felt needs of students, as many avant-garde educators mainto the fell needs of the needs what these felt needs main. Teachers really do not know precisely what these felt needs rain. Teachers are not always articulate about felt needs because are. Students are not always articulate about felt needs because are. Students are not fully aware of what their felt needs even they themselves are not fully aware of what their felt needs even they themes, schools must make an effort to meet these exage. Nevertheless, schools must make an effort to meet these exage. are. INEVERTIBLE PROPERTY AND ARCHITECTURES EXpressed of market con-tinue to evaluate and re-evaluate their courses of study, methods, and classroom procedures, as many have been doing. Teachers should also be encouraged to continue experimenting with newer snound and traditional curricula and traditional techniques which depart from traditional curricula and traditional class recitation methods.

If increased educational efforts continue to be thus expended, with adequate financial support, perhaps some apathetic students may be shaken to some extent from their intellectual lethargy.

ANTAGONISTIC LEARNERS. In the case of antagonistic learners, the situation is different, and far more serious. Antagonistic learners do not belong, and cannot be helped effectively, in regular schools which cater to the needs of comparatively normal boys and girls. What is most likely is that most of them can be helped, if at all, only by specially trained experts (teachers, psychologists, psychiatrists, and social workers) in special schools where emphasis can be placed upon individual therapy, and where subject matter as such will be comparatively unimportant.

At present, there are very few special schools which cater to their needs. For want of a better place to put them, they are kept in regular schools and often dumped—a harsh but not inaccurate term—into classes with slow learners, where they obviously do not belong.

The setting up of enough special schools capable of effectively handling these disturbed boys and girls seems a remote event at this writing. In the meantime, what can be done with them? The alternatives are not very many: keep them where they are or discharge them.

Until special schools exist to care for the very special needs of antagonistic and disturbed pupils, some teachers, principals, and administration and disturbed pupils, some teachers, principals, and administrators have recommended that such pupils, who have clearly in all clearly indicated that they cannot profit from further education in

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regular schools, be discharged when they reach the age of fifteen, The proponents of this measure argue that these pupils will no longer be a disruptive influence upon those who want to learn Employment in industry may possibly accomplish what schools have been unable to do—give these young people awareness and capacity for facing responsibilities.

So argue the "realists." Their opponents, equally realistically, have argued that this is a makeshift measure which solves nothing; that it is better to keep these emotionally disturbed pupils in regular schools than to turn them loose on the non-school world. The latter alternative would result only in widening the scope of their delinquent behavior without in any way providing opportunities and facilities for helping them solve their problems.

It is fairly obvious that neither alternative appreciably solves basic difficulties. At best one may be less harmful to school or society than the other.

OUTLOOK. This article has attempted to focus attention upon a problem with which most teachers are already too familiar. In the past, school authorities have sometimes failed, or administrative exigencies have resulted in a failure, to distinguish bona fide slow learners from pseudo-slow learners who are not really slow, but apathetic or antagonistic to learning. As a result, the latter pupils, who cannot fit into classes for normal learners, are very frequently assigned to classes created for slow learners, where they do not belong. This has resulted in grave injustice to large numbers of genuine slow learners, who are entitled to an education in an environment free from tensions.

There is some hope that changes in courses and curricula may make some apathetic students more responsive to learning at levels commensurate with their intellect and abilities, and that they can be taken out of slow and slow-normal classes. There is very little hope of accomplishing the same with antagonistic students.

Until such time as schools are prepared to come to grips with the basic problems of apathetic and antagonistic learners, (1) many slow-normal pupils will be deprived of the opportunity of working to their working to their maximum capacities, and (2) many teachers (who know ruber is (who know what it means to try to cope with apathetic and an-

THE EDUCATION OF A YOUNG LADY: 1753

I have heard it lamented that boys lose so many years in mere learning of words: this is no objection to a girl, whose time is not so precious: she cannot advance herself in any profession, and has therefore many hours to spare; and as you say her memory is good, she will be very agreeably employed in this way. There are two cautions to be given on this subject: first, not to think herself learned, when she can read Latin, or even Greek. Languages are more properly to be called vehicles of learning than learning itself, as may be observed in many schoolmasters, who, though perhaps critics in grammar, are the most ignorant fellows upon earth. True knowledge consists in knowing things, not words. I would no farther wish her a linguist than to enable her to read books in their originals. . . . Two hours' application every morning will bring this about much sooner than you can imagine, and she will have leisure enough beside, to run over the English poetry, which is a more important part of a woman's education than is generally supposed. Many a young damsel has been ruined by a fine copy of verses, which she would have laughed at if she had known it had been stolen from Mr. Waller. . . . The second caution to be given her (and which is most absolutely necessary), is to conceal whatever learning she attains, with as much solicitude as she would hide crookedness or lameness: the parade of it can only serve to draw on her the envy, and consequently the most inveterate hatred, of all he- and she-fools, which will certainly be at least three parts in four her acquaintance. The use of knowledge edge in our sex, beside the amusement of solitude, is to moderate the passions, and learn to be contented with a small expense, which are the certain effects of a studious life; and it may be preferable to that fame which men have engrossed to themselves, and will not suffer us to share.

-Lady Mary Wortley Montagu to the Countess of Bute, English Letters of the XVIII Century

Two Comments on "Humanizing the Barbarian"

QUO VADIS - "SO FAR"

Mr. Nathan Glicksman in HIGH POINTS of September, 1953, Mr. Natnan Gucksman in Humanizing the Barbarian or Psy. chology Can Go Just So Far." He presents a case for the use of derisive and sarcastic labeling of the conduct of "callow, cocky" youth with the purpose of "skillfully controlled humiliation," But he also expresses some concern over the fact that such verbal aggression is frowned upon by pedagogic experts.

A good teacher, like a good army officer or traffic cop, knows that there are occasions when goals are best attained if rules are put aside momentarily. Rules can be followed rigidly by a machine or a traffic light; but they are meant for the usual situation. It is the unusual state of affairs that requires adaptation of so-called principles. This applies to education, a branch of applied psychology, and it applies to the rule about not attacking students, verbally or physically. It is permissible to strike a student during a fire exit if it is felt that this is the only way to prevent endangering

Similarly, humiliating a student may be regarded as permissible if this is necessary to prevent a class from going into violent disorder. The psychologist does not want a teacher to go "so far" as to end up with a class in chaos. I would even go "so far" as to say that in some schools this is permissible if it is necessary to prevent the teacher from going into a state of disorder. It is high time educational theorists took into account the vectors of gang-dominated motivation in underprivileged areas, of crowded classes, and of just plain human beings, not saints, who must function as teachers. And let us not forget that theory is not fact—that when it comes up against variables not included in the development of the theory, it should give way to trial and error experience. (Two cases in point are the return to "demand" feeding in infants, and the realization of the value of a certain amount of discipline in child rearing.)

Educational theory is developed and tested for, and in the average school is based on, the motivations and gratifications of the average youngster. But anyone with teaching experience in a tough neighborhood knows that the motivation of seeking gang approval

In these days of interest in group dynamics, theorists ought to turn their attention to the classroom situation, the child-teacher relationship in the midst of a class, as one dynamic unit of study instead of concentrating on the child surrounded by his needs as he might be in a psychiatrist's office. In the case of the secondary schools there are the additional vectors of brief and fixed periods of work, with a teacher highly motivated to cover a schedule prepared for that brief period.

But the reader may be wondering what this has to do with Mr. Glicksman, who teaches at Bronx High School of Science. My feeling is that Mr. Glicksman does not make it sufficiently clear that the use of the telling blow is permissible in the unusual situation. Used routinely in a normal school, and especially if used without friendliness and understanding on other occasions, it sets a classroom tone of continual aggression, of survival of the fittest. This is not the best atmosphere for the learning process, or for healthy personality development. Besides, too frequent use may result in its becoming a refuge for the teacher with a knack for the

A psychoanalyst might say that the very fact that Mr. Glicksman wrote an article in support of his practice indicates he feels a bit defensive about it. The semantic benefits of labeling a student's mind the quotes the dent's misdeeds are extolled. For additional support he quotes the supposed villain of the piece, the psychologist, as saying "thought is mental" is mental speech." This relic of Watsonian behavorism is not very and the piece, the psychologist, as saying the voungster's very applicable, because it is not "thought," but the youngster's emotional and security pattern that the psychologist is concerned with "Callwith. "Callow, cocky" youth is showing his problems, his insecutities, his low, cocky" youth is showing his problems or his tities, his ego weakness—and not his superiority feelings or his

_HIGH POINTS [March, 1954] lack of humility. Defenses and overcompensation are the words most applicable, and humiliation may either crush these or stiffen them. Labeling is a valuable tool of the psychologist; but it is em.

A suggestion developed from a group dynamics course may to some extent achieve Mr. Glicksman's goal, yet leave him guiltless. This may be termed humiliation by remote control. If the teacher senses the presence the very first day of a few "smart alecks" who need toning down, he includes in his discussion of classroom routines a description of certain types that interfere. Reference to any particular student is of course avoided. Here it is possible to use all one's talents for sober and satirical description ending on a note of pity for student Joe Blow, who, let us say, is so starved for attention he must be a heckler. The students usually recognize themselves, and the members of the class turn meaningful grins in the potential troublemakers' direction. If the malefactors' memories are short in ensuing days, then a quiet reference to "Joe Blow" is an effective recall stimulant.

To sum up, labeling may be libelous, unless used for group preservation or for emotional understanding.

ABRAHAM GREENFIELD

Erasmus Hall High School

REPLY BY MR. GLICKSMAN

Mr. Greenfield is unanswerable in maintaining that the "telling blow . used routinely . . . without friendliness and understanding" will set "a classroom tone of continual aggression [and] of survival of the fittest," and that "this is not the best atmosphere for the learning process, or for healthy personality development." Moreover, who can deny that "100 frequent use may result in its becoming a refuge for the teacher with a knack for the lingo of sarcasm."

The matchless pedagogic tool can be entrusted only to the teacher who is not unimaginative, irascible, compassionless, ill-natured, humorless, and sadistic.

A NOTE TO THE EDITOR ON MR. GLICKSMAN'S ARTICLE

Having read Nathan Glicksman's article on discipline in a recent issue of High Points, I sent a copy to a former pupil who is now a young man in his early twenties. I think his reaction is one you might be interested in, and I quote from this chap's letter:

COMMENTS ON "HUMANIZING THE BARBARA "I enjoyed reading Mr. Glicksman's article very "I enjoyed remains time removed from adolescence much. I'm but a short time removed from adolescence much. 1 m our a substant he said, I certainly agree. Those and repetitives who did me the greatest good and taught me instructors who did me the greatest the most were those who, in the process, on occasion, the must be are all a took me down a peg or two. I think that we are all a little inclined to be cocky and self-centered in adolescence, and someone who reminds us that there are other people to be taken into consideration is a great help to our own development. It is doubtful that anything done along those lines is likely to produce any maladjust-

Perhaps you will include this amongst other comments which are sure to come in. As for me, I agree with Mr. Glicksman and say, "More power to him!"

IRMA SCHWEIKART

Bayside High School

"IS OUR COMMON MAN TOO COMMON?"

Unfortunately, the fanatical exaltation of the common denominator has been taken up not only by the common man himself and by those who hope to profit by his exploitation but also and increasingly by those who are supposed to be educators and intellectual leaders. Instead of asking "What would a good education consist of?" many professors of education are asking "What do most college students want?"; instead of asking "What books are wisest and best and most beautiful?" they conduct polls to determine which the largest number of students have read with least pain. Examination papers are marked, not in accordance with any fixed standard, but in accordance with a usual level of achievement; the amount of work required is fixed by the amount the average student does; even the words with which the average student is not familiar are edited out of the books he is given to read. How, granted such methods, is it other than inevitable both that the average will seldom be exceeded and that the average itself will itself will gradually drop?

-Joseph Wood Krutch, Saturday Review

The Great Dichotomy: Poetry vs. Prose

SAM BERGMAN Brooklyn High School of Automotive Trades

"What is poetry?" asked the poet. And not only did he stop for an answer—he answered himself. Thus, we have definitions

An analysis of such definitions, liberally supplied by anthologists—who would not launch a collection of poems without an introductory guide or running Baedecker—shows them to fall into the following categories: the vague, the cryptic, the elusive, the apologetic, the incomprehensible, the philosophic, and the dog. matic. All are tantalizing, so that just as the reader grasps the definition, he doesn't. The reader may favor one definition but would hardly dare challenge the remainder. After all, poetryunlike prose—is such an individual matter.

To note the nurture of this myth of the esoteric nature of poetry, let us tackle the current divergence of poetry and prose by reference to the growing and presumably developing schoolboywhom we term Tabula Rasa. By moving along with young Tab, we may see how this dualism of literature is perpetuated in our schools. "IS OUR CORNON HAN TOO COMMON!"

TABULA'S PROGRESS. In the primary grades, after the class has read tales of wonder, and mystery, and fantasy, and dreamfulfillment, the teacher announces that she is going to read some thing different: a poem. What the teacher reads, although brief and musical, is fanciful and reminiscent of the stories the class has previously read. But the association is fleeting, for being instructed to turn to the poem, Tab sees that a poem is a chopped-line sort of writing that looks different from stories. Or it may be that Tab has a home-acquaintance with nursery rhymes and already knows what a poem looks like.

Later, the teacher sings a poem or has it played on a record; Tab knows that a poem is a song. Thereafter, he is confronted with poems which are not sung, but which have the recognizable trap pings of song: rhyme, rhythm, and sound effects. Tab may even be encouraged to write a poem. Working within a suggested framework of rhymes and rhythms, he produces something that looks like a poem. So do the other students. There may not be a looks like a poem. So do the but the teacher dare not mention this. As Tab progresses through the junior high school grades, he As Tab progressors. These generally occur in literature periodically electronic potential potential in interactive texts consisting of short stories, poems, essays, and excerpts from

texts consisting of should be the client for organizational subjectnovels—nems usually the editor. The chances are that a matter grouping will be studied as an example of each

Tab's first shock comes when he reads a poem in blank verse; but he weathers this pretty well since some song qualities are still present. What really rocks him is free verse. He can see that it's poetry from the way the lines are arranged; but he feels insecure and is pleased that little time is spent on free verse.

In high school, Tab finds the study of literature divided into distinct units, though occasionally a teacher may use a poem as an introduction to a play or story. Generally, part of the term is spent on an anthology of poems; and that being done with, another part of the term is spent on a collection of short stories, or a novel, or a play, or essays, or a biography. Some terms, no poems are taken up at all.

Each time a unit of poems is studied, the procedure is about the same. The teacher starts with ballads, or humorous poems, or limericks to ease the way; takes up a number of narrative poems, a few lyric poems, some sonnets, and perhaps a poem or two in blank verse or a dramatic monologue. A lesson may be spent on figures of speech, another in analyzing meters, and another in completing unfinished quatrains or limericks—or in writing original poems according to suggested patterns. Finally, there may even be a poem or two in free verse.

By the time Tab is ready to graduate from high school, he has experienced a fair sampling of literature, both within and without the classes. the classroom. Asked to define "poetry," he says it is a form of writing soon. Writing set up in a special way on the page; it is musical and picturesque, and usually has rhyme and regular rhythm.

DEEPER INSIGHTS. Enlightenment may come to Tab when he is more he is going to college or through his own reading when he is more mature—whether or not he is in a school of higher education—or there may not be any enlightenment. Perhaps, it may come during a critical discussion of literature. The class decides that literature is fresh, stimulating writing, touched with overtones and imagina. tion, appealing strongly to the emotions and to some extent to the intellect. Tab may realize that the definition is particularly applic. able to poetry.

It may occur to Tab that the prose of textbooks in science and history is not the prose of Willa Cather, Elizabeth Madox Roberts. John Steinbeck, or Rachel Carson. And in pondering this, he may discover the nature of poetry and accordingly the fact that there is poetry in prose as well as in poems. He may realize that although the various types of literature have their own basic form, technique, and validity—without inherent poetry, they are not literature. He may even get to use the term "poetic" in referring to Masefield's novels and the term "prosaic" in referring to Masefield's longer poems (with or without an assist from Coleridge and A. E. Housman anent poems of length). He may learn to distinguish between light verse and poems, and come to understand that a novel is not necessarily literature simply because it is a novel and is found on library shelves.

Should Tab come to this stage of realization, and there is a strong possibility that he may never consciously do so, he may even recall—if he had been among the relatively few fortunates—some isolated experiences in high school English which now become meaningful.

He may recall that in a discussion of literature one teacher presented side-by-side a paragraph from a novel and a paragraph from a news report. By analysis and comparison, the class was able to arrive at the difference between journalistic prose and literary prose. On another occasion, during the study of a unit of poems, a teacher read two descriptions of a tree, one from a biology text and the other from a poem. Thus, the class was made aware of how poetry differs from textbook prose. Another teacher gave the class a multiple-choice test on poetry sensitivity. The students had to select from a group of expressions the one that made an unfinished line most poetic. (However, these were but isolated experiences during a four-year period and had made little lasting impression.)

Pethaps, Tab remembers a trick prayed on the class. You know the Chicago Poems," the teacher had said. "Well, here's another that I've mimeographed for you."

The Chicago Poem by Sandburg that I've mimeographed for you."

The verse poem having been read and discussed as usual at the control of the control of the control of the chicago. The chicago Poem having been read and discussed as usual at the control of the chicago. The chicago Poem having been read and discussed as usual at the chicago. Pethaps, Tab remembers a trick played on the class. You know the teacher had said "W/ell Large poems." the teacher had said free verse poem by Sandburg that I ve mimeographed for you."

The new poem having been read and discussed as usual, the teacher

The new poem having been that he owed them The new poem naving peem read and discussed as usual, the teacher then informed the students that he owed them an apology. The then informed off as a poem was not a poem at all the students that he owed them are apology. then informed the students that he owner them an apology. The material palmed off as a poem was not a poem at all. It was a bit material palmed of as a poem sandburg's biography of Time and apology. naterial paimed on as a pooling was a Different of description from Sandburg's biography of Lincoln, The Prairie of description from James Abe Lincoln Grows Up.) The teacher had Years (school earness in stanzaic form. (If Tab recalls this simply arranged the excerpt in stanzaic form.) simply all all get all lesson at all, he probably remembers it not as an indication that poetry exists in prose as well as in poems but simply as a good

Actually, if in the senior year of high school, Tab's teacher had presented to the class—as a poem—some paragraph from a science or economics textbook set up in stanzas with a fairly even meter and garnished with end-rhyme, the chances are that few, if any, of the students would have detected the fraud.

THE BARRIERS. Setting aside the elementary schools, where the development of reading skills may be a problem in itself, why is it that the teacher of English in secondary schools does not persistently identify poetry as the intrinsic element of all types of literature?

The main reason is the view—which despite some obscurantism is an intrenched misconception—that teen-agers dislike poetry, and therefore poetry must be handled gingerly. (Teachers do point out and discuss "purple passages" of prose, but do not ascribe the beauty and effect of these passages to poetry. Thus it is not sur-

prising that to the student "poem" and "poetry" are synonymous.) Another factor is the depressed standards current in secondary schools. So many students read poorly or have failed to develop teading interests that in many English classes the students are fed pap rather than literature. Under these circumstances, the teacher can hardless. can hardly be critical in class and is hard-put-to-it to be even mildly enthusiassis. enthusiastic. The teacher is in a somewhat similar position after having the simple to the having taught a unit of poems ranging from the simple to the compley The complex. The teacher may want to differentiate between light verse and poems or question the propriety of including light verse—which the control of poems. which the students thoroughly enjoyed—in an anthology of poems.

To do so, however, would challenge the taste of the students and

Another barrier to the proper teaching of literature is the view still prevalent among many supervisors and teachers that anyone can teach English. The result is that comprehension—supplying factual answers to content questions—may take the place of appre-

Thus the dualistic and non-critical view of literature is perpetuated.

TO ACCEPT ONESELF

Almost unanimously the parents we talked with agreed on one basic point: A child must be helped to accept and to like himself, first of all. One very new mother said: "Self-like is based, I think, on the knowledge that every person has value as an individual that he is worthy, in himself, of his own regard and that of other people. Somehow I got the idea when I was growing up that you liked yourself, and others liked you, because of extrinsic thingsdoing well in school or in games, playing the piano better than any of the other girls, having the straightest posture or the prettiest clothes. Whenever I failed to excel in any department-which was often—I felt miserable and unworthy. I shall do whatever I can to show my son I like him just as he is because he is a person and unique, unlike anyone who has been, is, or will be. Happy people who respect themselves, and thereby get the respect of others, are most able, I think, to forget about themselves, and therefore most able to make adjustments in tomorrow's world and contribute something to it."

-Dorothy Barclay, "Today's Youth and Tomorrow's Problems," New York Times Magazine

Brothers ... All? Far Rockaway High School

The advent of Brotherhood Week brings to every teacher's The advent of block of the American Negro in our everyday lives. As we read the facts, it becomes quite evident that if we lives. As we read our pupils a spirit of democracy and an appreciation of the American way of life, the reservation of a mere twoweek period in the year for a "Brotherhood Week" helps to defeat week period in the very purpose for which it was planned. An awareness of the issues makes it quite clear that true "Brotherhood"—real regard and respect every day of the year for all our fellow Americans regardless of their race or creed—is that one powerful weapon that will help keep communism forever behind the Iron Curtain. Let us examine the cultural heritage of our fellow American, the American Negro.

IN ANCIENT DAYS. The Negro has been credited with an advanced degree of civilization as far back as 12,000 years ago. Elam, a mighty Negro civilization of Persia, flourished about 2900 B.C. Cheops, a Negro, built the Great Pyramid. Among the rulers of ancient Egypt were eighteen Ethiopian Negroes of pure blood. One of these, the great Piankhi, came from central Africa and conquered all of Egypt up to the mouth of the Nile in 750 B.C. There is ample evidence of the influence wielded by the Negro in the ancient civilizations of the Egyptian, Chaldean, Babylonian, Persian, Roman, and Hebrew civilizations.1

Further study of native African culture would reveal other interesting facts. The smelting and working of iron into many useful objects has long been the undisputed discovery of the African. Skill in fashioning pottery, wood-carving, and weaving have also been his for thousands of years2.

COLONIAL PERIOD. The introduction of slavery into the Jamestown colony in 1619 was not the first time the Negro set

Historical Research Society, Inc., Pamphlet, Fourth Edition, 1934. Leo Frobenius, "Early African Culture as an Indication of Present Negro Potentialist in "Early African Culture as an Indication of Political and Social Potentialities," The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Social Science West, The Annals of American Academy of Political and Science West, The Annals of American Academy of Political and Science West, The Annals of American Academy of Political and Science West, The Annals of American Academy of Political and Science West, The Annals of American Academy of Political Science, Vol. CXXX, No. 229, November, 1928, pp. 153-165.

_HIGH POINTS [March, 1954] foot in the New World. However, few texts used in our schools record the fact that when Columbus set out on his explorations, Alonzo Pietro, captain of the Nina, was a Negro. Later, Negroes accompanied Balboa, Cortez, De Soto, and Menendez. Omissions of these and other vitally important facts rob the mind of Amer. ican youth of an appreciation of the cultural contributions of the Negro and help create the stereotype, which by the way is also common in the mind of the average adult, that the Negro, before the Civil War, had always been a slave.3

The Negro, though deprived of his freedom in the early days of our country, helped his captors win theirs in 1776. Crispus Attucks, a Negro patriot, was the first American to die for liberty in 1770 at the Boston Massacre. Later, Peter Salem, another Negro, killed the British Major Pitcairn at Bunker Hill. At Brandywine Beach, Simpson Sampson, a Negro, fired with the spirit of liberty, and armed only with a scythe, charged the British salient. It is reliably estimated that more than 3,000 Negroes saw service in the colonial armies. About 700 Negro troops helped cover the retreat of the American and French forces from Savannah, October 9, 1779.4

NINETEENTH CENTURY. The winning of the war for American independence in 1783 did not end the patriotic contribution of the American Negro. In the War of 1812 Commodore Perry commended hundreds of Negro sailors at the Battle of Lake Erie. Their deeds caused the Legislature of New York to authorize the formation of a Negro regiment to join the army at Sacketts Harbor. At the Battle of New Orleans General Andrew Jackson praised the work of 500 Negro soldiers who fought under his command.5

When the drums of war rolled at Fort Sumter in 1861, President Lincoln availed himself of the offer of Frederick Douglass to recruit a Negro regiment. The President remarked, "If we abandon all the posts now garrisoned by Negroes, take 200,000 men from In the war with oping, and also were there in the "mopping ROOSEVELL at James, They fought like tigers at Santiago.8

MODERN TIMES. When America entered World War I, 2,292,321 Negroes came under the provisions of the Selective Service Act and 342,277 were inducted into the armed service. They performed valiantly, fighting in the frontline trenches with their fellow Americans and dying with them. More than 1,400 were commissioned as officers between 1917 and 1918 to serve as lieutenants, captains, and majors. Many received the D.S.O., and the Croix de Guerre. Their exemplary conduct and bravery earned tributes from American, French, and British Commanders.9

In World War II Negro selectees and volunteers contributed more than 10.1% of all persons inducted into the army through Selective Service by 1942. In nine out of fourteen Southern states and border states, the percentage of Negroes inducted into the Army through Selective Service exceeded the percentage of Negroes registered in those states.10

The story of our racial minorities does not—cannot end here. Research would reveal comparable data for every religious, racial, ethnic, and national group that comprises our population.

Teachers and educational leaders throughout our land and those others who mould the thinking of our future citizens owe themselves the solemn duty not only of learning the true facts but of seeing that they are irrevocably sealed in our history books so that it might be made possible for us all—to walk before God and man—as brothers—fellow Americans.

³ Cavalcade of the American Negro, Writers Program, W. P. A. Diamond Jubilee Exposition Authority, 1940, Introduction.

⁴ Loc. cit. ⁵ R. B. Eleazer, Twelve Milion Negro Americans, pamphlet, p. 12.

⁶ Americans All, Immigrants All, p. 21.

R. B. Eleazer, op. cit. page 6.

Education in the News

And step by step, since time began, I see the steady gain of man.

There is a lot of peripheral educational waste going on in the classroom, especially in the area of communication between teacher and pupil. The classroom may occasionally be likened to a sense atmosphere, with teacher sending forth long and short rays, with the short rays falling in the ripest (brightest) territory. Actually, under proper circumstances, most of the rays should reach most of the pupils. The classroom situation may be likened also to the germination of seeds. Many are blown about to settle upon the earth, but few survive to carry on nature's work. Likewise, educational seeds do not always fall on fertile soil.

Teachers do not always realize how vexing and frustrating a learning situation may be to the pupils in the back of the room. A laboratory demonstration which appears to be so crystal clear to the teacher, and reasonably so to front row pupils, may actually take on developmental fuzziness as it travels across the room like so

many spent bullets.

This is especially true of any learning situation which depends on demonstration. Some mitigation may be effected by pupils called to the demonstration table, and by teacher perambulation. But who can measure the wells of frustration and indecision, when the

teacher finally asks his inevitable: "Any questions?"

Classroom television may be a partial, if somewhat expensive answer. This is not a dream; "closed circuit TV as a new tool for teachers" is being tried. Mr. Philip Lewis of Chicago Teachers College tells us something about it in the November-December, 1953, issue of the Chicago Schools Journal. It works something like this: a camera focuses close upon the teacher as he demonstrates; a close-up image of what he is doing appears simultaneously on one or more television screens. Thus, every pupil in the room may view the demonstration at such close range that danger of missing steps and pertinent relationships is avoided. Some excerpts from Mr. Lewis' article follow.

"... Sufficient evidence has already been accumulated to validate intra-tele as something more than a gadget or an interesting novelty ..."

EDUCATION IN THE NEWS—

"... Slightly larger than a shoebox and weighing with a pounds, the bantam camera is equipped with a twenty pounds, the bantam camera is equipped with a twenty pounds, the bantam camera is equipped with a twenty pounds, the bantam camera is equipped with an evolving turret accommodating telephoto, medium and consequence to the original perfect a closed and an electronic monitor-viewfinder ends this unit complete. The need for the orthodox exmake this unit complete. The need for the orthodox extends monitoring and control equipment is eliminated. It is to effect a closed-circuit camera chain all that is Thus, to effect a closed-circuit camera to any conventional necessary is to connect the camera to any conventional television receiver by means of the same inexpensive coaxial cable ordinarily used to electrically link the antenna to the video receiver.

"It is possible for the camera to be cable-connected to as many as 10 ordinary television receivers for the simultaneous reproduction of images. Receivers can be installed as far as 500 feet from the camera, and in several different rooms or locations. This distance limit, although conservatively rated, may be extended almost indefinitely through the use of inexpensive booster units. The nature of the signals carried by the coaxial conductor makes it unnecessary to employ metal conduit or special housings even for permanent installations. This practice does not conflict with electrical code regulations and involves comparatively little expense..."

- "... Sound originating at the camera location can be transmitted over the same coaxial cable described previously through the use of an Audio-Mixer Unit ..."
- "... Specialized video applications involving the necessity for two-way communication between the camera location and the classroom in which the receiver is placed can be serviced by substituting an intercommunication system for the Audio-Mixer. This permits members of the class observing a video pickup to ask questions and have them answered while the transmission is in progress..."
- been assigned to telecasters in a given locality..."

_HIGH POINTS [March, 1954] "... Many occasions arise in the shops and in the laboratories where demonstrations of operations or processes are presented which involve tiny parts or objects. Ordinarily the instructor must repeat the activity several times to separate segments of the class, or attempt optimistically to present the complex lesson in a single heroic effort, hoping that the majority of the group will be able to follow along. More than fifty in-service teachers enrolled in a ceramics class were able to observe the operation of the potter's wheel from the electronic images on the TV screen in the laboratory. Usually, not more than a half-dozen individuals can be shown this procedure during a single performance. Internal carving in plastic; dissection of hearts, lungs, or other vitals; explanation of small-scale models and specimens are but a few of the many additional items than can be shown to greater advantage via video with every student occupying a ringside seat . . ."

". . . Closed-circuit television is practical for some instructional purposes. It will not revolutionize teaching procedures and therefore must be considered as another valid aid to be utilized where it can do a better job than by conventional means. Within this frame of reference, there are scores of applications to be tested immediately in a field that is practically without bounds . . ."

JACOB A. ORNSTEIN

Andrew Jackson High School

ATOMIC AGE

Two electrons were eyin' an ion, To see if a match was worth tryin'. Said the ion, "I'm it. Double plus-perfect fit. Come over and check on my sign."

-Contributed by Harry Milgrom

(Exceptional motion pictures are reviewed for teachers by the (Exceptional mount product Committee, N.Y.C. Associafilm chairman, School and Theater Committee, N.Y.C. Associafilm chairman, School English. Consult your STC representative for

TWO REVIVALS (Re-enter Sir Laurence and Mr. Goldwyn) Peace, break thee off; look, where it comes again!

We were about to report that the best films we'd seen since the turn of the year were Orson Welles' Citizen Kane (1941) and The Magnificent Ambersons (1942), recently revived by the Museum of Modern Art and Cinema 16, when along came the reissue of Sir Laurence Olivier's Hamlet and settled all that. The best film of 1948 is still the best buy in town. Indeed, it has been since ca. 1600. In its present return engagement it is being offered by Universal-International in continuous performances at the Guild-50th Street Theater.

There is, of course, a whole new generation of high school youngsters who have yet to discover the magnificent screen Hamlet of Olivier. Everything possible has been done to make it easy for you to introduce them to it. Your School and Theater representative has faculty-student discount coupons which will admit you to week-day matinée performances for 60 cents and to week-end matinée and all evening perfomances for 75 cents. A telephone call to Mr. Sheldon Gunsberg at Universal (PLaza 9-8000) will bring you a set of "stills" for classroom display and (while the supply lasts) copies of the Herzberg study guide and Time-review teprint that you may remember using during the first engage-

Another revival that will be on view when you read this is Samuel Goldwyn's The Best Years of Our Lives, which won nine Oscars when you remaind that will be on view when you remaind that will be on view when you remaind the samuel Goldwyn's The Best Years of Our Lives, which won nine Oscars when it first appeared in 1946. ("There were giants in the earth in the earth in those days, children, even before CinemaScope.")

Few of the students—or teachers—who saw The Best Years ast monel is merits: best last month for the first or second time questioned its merits: best

_HIGH POINTS [March, 1954] production; best actor (Fredric March as the middle-aged banker home from the war); best supporting actor and winner of a special award (Harold Russell as himself, the veteran without hands); best direction (William Wyler); best screenplay (Robert E. Sherwood); best scoring (Hugo Friedhofer); best editing—and best producer, for Mr. Goldwyn captured the Thalberg Memorial. It all added up, and still adds up, to a beautifully-integrated picture, which seems much more realistic today than many of the pictures you've been seeing, not so much for the timeliness of its theme as for a certain integrity of writing and production. Though it is long —almost three hours—it hasn't a shabby minute in it, some of the lines have a bite you haven't heard in some time, and such scenes as the one in which a lost young man attempts to re-create his "war self" in the nose of a rusting bomber are extremely moving.

CURRENT RECOMMENDATIONS

The Golden Coach (I.F.E., at the Normandie)—This one is a matter of taste, but since we have an unlimited appreciation for the superb Anna Magnani and an old romanticism in connection with commedia dell'arte, we liked it very much. Vivaldi's music enlivens and Jean Renoir's color enhances an unconvincing tale of a Spanish colony in South America in the early eighteenth century. Nothing matters very much as long as you can watch Magnani, of whom her director (not at his happiest in this story) has very acutely observed, "She is unable to say one word, to perform one gesture, without an absolute sincerity."

The Holly and the Ivy (Pacemaker, at the Trans-Lux 60th)-Another actors' triumph, this British film produced and written by Anatole de Grunwald has in its cast some of the finest players around: Ralph Richardson, Celia Johnson, Margaret Leighton, Hugh Williams, and others whose talents are more easily recognizable to us than their names. Reminiscent in its muted intelligence and quiet maturity of the best British films -The Winslow Boy comes to mind in particular because of the similarity in the family relationships—The Holly and the Ivy will please anyone who finds characterization on the screen more interesting than action.

It Should Happen to You (Columbia)—Judy Holliday is com-Should Happen to the Statistical New York romp written by pletely delightful in this satistical New York romp written by pletely dengined in the should happen to you that at the tag-end of a Garson Namm. It should get to see Miss Holliday disteacher's dog-day you should get to see Miss Holliday disrupting a conference of the best brains on Madison Avenue or explaining to a millionaire wastrel why it would be a good idea for him to live with a parrot.

RUTH M. GOLDSTEIN

Abraham Lincoln High School

SHADES OF AUDUBON!

The National Audubon Society recently reprinted (from the New York Times) this "bit of revealing natural history" in the form of a composition by a ten-year-old child:

"The bird I am going to write about is the Owl. The Owl cannot see at all by day, and at night is as blind as a bat.

"I do not know much about the Owl, so I will go on to the beast which I am going to choose. It is the Cow. The Cow is a mammal. It has six sides—right, left, an upper and below, and front and back. At the back it has a tail on which hangs a brush. With this it sends flies away so that they do not fall in the milk. The head is for the purpose of growing horns and the mouth is to moo with. Under the cow hangs the milk. It is arranged for milking. When people milk, the milk comes and there is never an end to the supply. How the cow does it I have not yet realized, but it makes more and more. The Cow has a fine sense of smell; one can smell it far away. This is the reason for the fresh air in

The man cow is called an ox. It is not a mammal. The Cow does not eat much, but what it eats it eats twice, so that it gets enough two enough. When it is hungry it moos, and when it says nothing it is because its inside is all full up with grass."

Chalk Dust

Have you made effective use of the tape recorder, radio, or phonograph in teaching your subject? Let's hear about it. Send your story in about 250 words to Irving Rosenblum, Willoughby Junior High School, Brooklyn 37,

TAPE RECORDING IN A GLEE CLUB

During the many rehearsals with the Glee Club pupils frequently asked whether they might sit in the audience to hear how the group sounded. Since the entire chorus was needed for a good rehearsal, it was impractical to allow any members of the Glee Club to sit as an audience. The solution seemed to be to make a tape

Before recording the singing, the members of the club were asked to list the objectives we had strived for in all the singing. These were listed on the board. They included singing on pitch, distinct pronunciation, blend—no voices standing out, dynamics contrast. The singers also had an opportunity to distinguish their own parts.

The program consisted of the following numbers:

In the Still of the Night-piano accompaniment

I Believe—pupil, as soloist, singing with Frankie Laine (phonograph) recording, accompanied by the Glee Club in the last chorus

Comin' thru the Rye-piano accompaniment, Fred Waring arrangement

One of the club members announced the numbers. After recording the program, the singers discussed whether or not the objectives had been attained.

The club members were very critical. They had heard certain voices standing out. They recalled being told never to sing so loudly that they could not hear their neighbors.

The contrasts in dynamics were very effective except at one point. That one was caused by forgetfulness due to the excitement of recording.

The singers finally realized how important final consonants are.

They were very annoyed at not hearing the word endings at all

The use of the tape recorder and phonograph provided strong The use of the apportant, an excellent opportunity for selfevaluation.

RUTH SASS

J.H.S. 162, Brooklyn

ZINDASHT HAS NO SCHOOL

The villagers are the poorest of the poor by our standards. They live largely at the subsistence level. . . . Amar Khan recognized it in one of our conversations. A group of bright-eyed children dressed in rags were playing below the terrace where we sat. I commented that they seemed not only happy but healthy as well.

His reply was slow in coming: At last he said, "Your sympa-

thetic heart makes your mind generous."

Zindasht has no school. There is one in a neighboring village about ten miles distant where instruction for boys is given through the fourth grade. . . .

The overwhelming economic problems of Zindasht were in my mind the morning I said farewell to Amar Khan. He assembled his [twelve] sons outside his home and we spent an hour or so taking pictures. . . .

I asked him what education his boys had received. He told me that he had sent only one of them to school. That son had finished the sixth grade and gone no further. One boy in the family to read and write and keep account books was enough!

That was for me a sad note on which to leave Amar Khan. Known throughout Persia as "the grand old man" of ancient Kurdistan, he is the embodiment of tribal gallantry and glory. He has character and is the kind of person men will follow to victory or death. Yet those qualities are not enough of an inheritance at most of the heritance these days. The overwhelming problems of most of the Kurds are economic, agricultural, and political. Every generation has difficultural agricultural, and political every generation has difficulty enough in working out its salvation through the knotty complex of modern civilization. The chances of finding it under leadership which, though intelligent, is illiterate are practically all

> Supreme Court Justice William O. Douglas, Strange Lands and Friendly People, Harper & Brothers. Reprinted by permission of the publishers.

High Points

OF THEE I SING, FRIDAY

Now every week has seven days, With two of them for rest; But of them all, the one I praise Is definitely best. O Friday is the day I sing, In notes to make the rafters ring!

For Saturday, I've always found, Invariably bores, Since all day long I run around To do the weekly chores: And by the time the day is gone, I'm enervated, pale and drawn.

Upon the morrow, when I rise At twelve o'clock a-sighing, I mutter language I despise, To see how time is flying. And what adds misery to Sunday, Inevitably there comes Monday.

Now Monday is the day when one Embarks upon the week, And this is hardly any fun— At least no fun to seek. It finds me in a kind of mood That strains my slender fortitude.

On Tuesday I am mountain high With piles and piles of papers, Enough to make my temper fly, And give me chills and vapors; Enough to make me dark and glum, And crave a sanitarium.

GROUP GUIDANCE What day can overwhelm me more Than Wednesday, so unkind, When there is neither hope before, Nor happiness behind; When, though my body is much thinner, I lack the strength to eat my dinner.

> On Thursday all my pupils act In ways one shouldn't mention, And I am short of grace and tact, And parcel out detention. For though I have enough of trouble, They clearly want to make it double.

As Friday ushers in the dawn, I bravely gulp and swallow. My hopeful mood expands upon The weekend that will follow. There's only one thing to alloy it-I'm much too tired to enjoy it.

JACOB C. SOLOVAY

Fort Hamilton High School

GROUP GUIDANCE IN THE SUBJECT CLASSROOM

Group guidance is, as we know, a recent development of the guidance program and may provide the solution to many of the individual problems with which the harried guidance counselor is unable to come to grips. The two-fold purpose of this article is as follows: (1) to point out our need for group guidance in the subject classroom as an integral part of the guidance program; (2) to describ to describe a unit in pre-vocational guidance, as carried out in a fourth-term English class at Evander Childs High School.

GUIDANCE IN OUR HIGH SCHOOLS. Let us consider first the place of guidance in our own New York City high schools.

Guidance in our own New York City high schools. Guidance is defined, with general acceptance, as "the individualization of is defined, with general acceptance, as "the individualization of is not the zation of the educational process." However, the word is not the

thing; and guidance, as defined, remains one of our splendid educational ideals, perhaps no longer in the class of the visionary, but a long way from being a reality. As matters stand, guidance counseling in New York City's high schools will be, for a long time, a challenging, absorbing, but arduous and partly frustrating experience for the counselor (not to mention the counselees). Therefore, while we aspire to more liberal time-allowances, more thorough training, and specialist services, such as those provided by school psychologists, we must work to find other more immediately available means to implement the objectives of the guidance program. Perhaps the single most important means is group guidance in subject classes.

How is group guidance related to guidance objectives? As a corollary to the concept of individualization, we state that every teacher should be a teacher of guidance. We may realize more through what we can accomplish in the classroom than through guidance departments which lack the services of specialists, adequately trained counselors, and adequate time-allowances for counseling activities. Teachers can revise curricula effectively without incurring expense or waiting for additional allocations from the Board of Education. In other words, every teacher will be a counselor when subject courses of study are reworked and reshaped in the light of our broad, fundamental educational objectives. The future of New York City's guidance program is, in a great measure, the future of group-guidance activities in our subject classrooms.

GROUP GUIDANCE IN THE ENGLISH CLASS. How does such a project as a pre-vocational guidance unit in the fourth term of English at Evander qualify as group guidance?

The fourth term of English at Evander concentrates, in literature, on biography and autobiography. Generally, one-half of the time spent on class texts and outside readings is devoted to biography. The first five weeks or so of the term may, in fact, consist of rather conventional classroom lessons, using biographical readings as the material of the lessons. However, here we begin to study certain concepts and their word symbols which serve as the tools of thinking in later vocational studies. The conceptual vocabulary stresses such words as fame, prestige, success, failure, service, community, ambition, tenacity, education.

With these concerns values. What did George Washington all teachers of all subjects—values. What did George Washington all teachers in his work among the Negro and white all teachers of all subjects of the Negro and white tenant-farmers

Carver seek in his work among the Negro and white tenant-farmers

Carver seek in his work among the Negro and white tenant-farmers Carver seek in his work among the regio and white tenant-rarmers of the South—money, social prestige, proof of his hypotheses, of the South—money with this kind of inquiry the tenant-rarmers. of the South—money, social produce, proof of ms hypotheses, ervice to others? With this kind of inquiry the teacher leads the gervice to others: with this kind of anguly the teacher lead pupil to an examination of both lasting and spurious values.

In connection with class reading of biographical material, the In connection with the student's future career is raised. It is well at this question of the deposit who are near their sixteenth birthday that point to could look upon their dreams of future independence from parental authority and upon their struggles against parental domiparental audion, and normal. But dreams of future independence should envision accepting financial, as well as emotional and intellectual, responsibility. Their careers will provide the framework of their happiness as adults. Lincoln Steffens, they learn, accepted this responsibility rather late in young adulthood; but when he resolved, after his father cut him off, never to appeal to his parent again for financial assistance, his determination plunged him into the beginnings of his career as a journalist.

As a strongly motivating force, the need for concrete thinking and guidance in the area of vocational planning is developed. Such points as these are made:

- 1. The complexities of our culture have so diversified work-life that the question of "what to do" has become exceedingly pertinent.
- 2. Choice of vocation is often haphazard, emotionally based and unrealistic.
- 3. There is too much emphasis on the "socially approved" white-collar jobs.
- 4. There is often a poor chance of placement in the popularly desired fields.
- 5. One of the false values of our culture is that working with one's hands is base, inglorious and to be avoided at all costs.

Preliminary discussion of the importance of vocational planning often leaves students confused but no longer indifferent to the

HIGH POINTS [March, 1954] necessity of planning. At any rate, the next step is to guide the group to the realization that before we can select our careers, we must get to know ourselves as we are and as we hope to become. We must take stock. This is done through the medium of the student's autobiography, planned in such a way that the last section, for example, is the report of the individual's inquiries into certain fields of work. In this way, the pre-vocational guidance unit is integrated with the student's story of himself and his self-evaluation.

The question of choice of career must be answered. A specific way in which to begin the study of oneself as regards pre-vocational planning is to ask the following questions:

- 1. Do I prefer working with things, people, ideas, or some combination of these?
- 2. Are my favorite school subjects of a cultural, literary, mechanical, scientific, or interpersonal nature?

The individual must gain at this time some concept of the nature of the things he can do well and finds enjoyment in doing.

READING AND RESEARCH. At this point the Evander library begins to play an important role. A well-stocked library is a very good substitute for vocational counselors, especially when the classroom teacher is serving in a guidance capacity, as in this unit. Our library has an alcove devoted to vocational guidance literature. Here, pupils may find books of fact and fiction that deal with careers; magazines, pamphlets, and school bulletins and catalogs. At this preliminary stage of career exploration, the "Life Adjustment Series" of pamphlets, for example, is very helpful. Determining one's interests is guided by the pamphlet entitled Discovering Your Real Interests. Choosing a career is discussed in a pamphlet of that title.

After the pupils have decided which careers they would like to explore, they are prepared to get the facts. They are now to find the answers to all pertinent questions about the job. These include:

- 1. What are the opportunities in this field?
- 2. What about constancy of employment?
- 3. Is it a blind-alley job?

GROUP GUIDANCE -4. What is the relationship between supply and demand

in this work?

With the facts gathered, the student compares the requirements With the laces of the job with his own personal interests, inand opportunity for further training. Here again clinations, taleino, duestions to be answered, some of which are:

- 1. What are the educational needs of individuals who are engaged in this occupation? Will I be able to meet them?
- 2. Is my intellectual ability sufficient to meet the educational and occupational demands of this vocation?
- 3. Do I possess the special abilities, talents, or aptitudes required? Can I acquire or develop these?
- 4. Will my present interests, likes, dislikes, aims, and ideals be compatible with those making for happiness in this work?
- 5. Have I any anoying traits that might militate against success?

Again the library offers some of the answers. The Institute for Research publishes "Careers Monographs," covering at present approximately 230 separate vocations. Of course, there are other sources of information, both in and out of school. In school, for example, our college adviser runs periodic career conferences, featuring outside guest speakers who represent specialized vocational areas. Some of these speakers are Evander alumni. Outside the school the individual student may interview persons in his immediate family diate family, in his social group, or in the community at large. He may also write letters of inquiry to institutions, schools, and business of the letters of inquiry to institutions, schools, and business of the letters of inquiry to institutions, schools, and business of the letters of inquiry to institutions, schools, and business of the letters of inquiry to institutions, schools, and business of the letters of inquiry to institutions, schools, and business of the letters of inquiry to institutions, schools, and business of the letters of inquiry to institutions, schools, and business of the letters of inquiry to institutions, schools, and business of the letters of inquiry to institutions.

MDIVIDUALIZED GROUP PROJECT. All of these data on category with conclucareers and self go into the student's autobiography, with conclusions draw and self go into the student's autobiography, with conclusions draw and bappiness in the sions drawn as to the probability of success and happiness in the career tentatively chosen. Thus, we have unity and variety in both form and form and content of English class work. And the language arts teacher is up to his neck in work as a counselor!

Particularly from the point of view of group guidance, we should note the opportunities for development of the entire unit through the following group activities:

- 1. Group discussion of values.
- 2. Opportunity for all to learn the importance to the community of all types of work.
- 3. Relating, comparing, and sharing of experience, experiences, and factual information.
- 4. Committee work in gathering data on related careers.
- 5. Panel reports on vocational opportunities.
- 6. Discussion of vocational implications of program planning and record in school work.

We have in this kind of unit a means of individualizing education through a workable group project that ministers to imperative needs of our high-school population.

THEODORE JOSEPHS

Evander Childs High School

MATHEMATICS IN THE CURRICULUM OF A **GENERAL HIGH SCHOOL***

Educational programs in which subject-matter departments undertake to tell what they do for the pupils remind me of that popular song, the theme of which is expressed in the title "Anything You Can Do, I Can Do Better Than You." Each subject field has its own objectives which the teaching aims seek to attain. Some objectives are unique to a department. Some subject-matter fields overlap with respect to aims. The tendency at times is for each department to claim all objectives as its own. Not so for this exposition.

My intent is simply to explain what we attempt to do for boys

NATHEMATICS IN A GENERAL FIGHT SUITORE and girls through the medium of mathematics. I must first remind and girls through the median of mathematics. I must first remind you that we work on the basis that mathematics plays an indisyou that we work on the base that mathematics prays an indis-pensable part not only in the study of the sciences, but also in pensable part not only in the study of the sciences, but also in other fields in which increasing use is made of graphic presentation other fields in which increasing use is made of graphic presentation other fields in winch increasing and is made of graphic presentation of data, of statistics, and of the simple algebraic formula. This has of data, or statistics, and of the prospective college student whose particular importants are carefully watched, tend to be neglected interests, unless they are carefully watched, tend to be neglected interests, united the unplanned, confused procedure of providing for the interests of his weaker schoolmates.

We also work on the assumption that the need for elementary mathematics involves a constantly growing section of the general population. Modern industry, government, and the national defense make increasing demands upon the mathematical skills and equipment of the ordinary participant. There are an increasing number of jobs for which a sound training in algebra and geometry is a prerequisite. For a considerable number of positions, solid geometry and trigonometry are also essential.

INDISPENSABLE TOOLS. We also work on the basis that mathematics has an important intrinsic role in general education. It helps to build some of the skills and comprehensions and to provide indispensable tools in the intellectual equipment of the intelligent citizen. Their acquisition by every child should be regarded as essential. They are the following:

- 1. The operations of arithmetic. The idea that arithmetic belongs to the elementary school is out-ofdate. Many of our pupils are of sixth, fifth, and even fourth grade ability in their number work. We must re-teach the subject in classes that are euphemistically called classes in 'remedial arithmetic.'
- 2. Concepts of measurement. The ignorance of our children, even the best of them, about units of measurement and the simple concepts of measurement is abysmal. We must prepare them for the common experiences with measurement which they will have later on.
 - 3. Interpretation of graphic representation. For the importance of this, just think of the number of graphs

^{*} This paper was read at one of a series of general faculty conferences at which each department in the school offered an exposition of what it attempts to do for the pupils in its classes. Some of the statements made herein are paraphrased from the Harvard Report, 1945.

of various types that appear in the daily papers and the commonly read magazines in order to explain to the reader the significance of common current events.

- 4. The algebra of the formula and of the simple equation.
- 5. Familiarity with common geometric forms and their mensuration.
- 6. Understanding how mathematical concepts and processes are applied to everyday experiences.
- 7. The connection of logical thinking with mathematics. "The ability to analyze a concrete situation into its elements, to synthesize components into a related whole, to isolate and select relevant factors, to define rigorously and to reach a conclusion, all are important features of mathematical procedure. These ends may be approached most readily through mathematics, particularly with the young. No better example of an abstract logical system for use with adolescents than demonstrative geometry has yet been discovered." But I hasten to add most emphatically that its effectiveness lies in the teaching of the subject, not merely in the exposure to it.

MATHEMATICS AS A DISCIPLINE. Then there is also the disciplinary effect of the study of mathematics. The children—not all of them, but a large enough number to create a serious problem—come to us today without any power of concentration, without ability to undertake a job and to bring it to a successful conclusion, without habits of study or an understanding of what it means to study, without ability to express themselves orally or in writing, without an adequate understanding of or facility with number relationships, without adequate ability to follow directions; and all this is due to a neglect of the disciplinary features of their elementary education. The responsibility, therefore, rests heavily on us to make the children aware of what they will actually meet in their experiences after they leave school. The mathematics department

MATHEMATICS IN A GENERAL HIGH SCHOOL

screpts and bears a large part, perhaps a major part, of this responsibility. The most important evidence indicates that, in order to sibility the disciplinary values, it is necessary to teach with that achieve the disciplinary values, it is necessary to teach with that achieve the disciplinary values, it is necessary to teach with that achieve the disciplinary values. To obtain any form of transfer in teaching, we must teach for transfer. The following are the values they are the values:

- 1. The awareness and practice of precision. This value is also inherent in the work in science, in English, is also inherent in business subjects, in foreign in the social studies, in business subjects, in foreign languages, in art, in music, and even in health education. In mathematics, without precision the work will not be accurate, the answer will not be correct, the decimal point may be out of place, an income tax payment may have to be corrected—with a penalty attached.
 - 2. The establishment of self-reliance and the self-imposition of responsibility for information, procedure, and results. This belongs to all subjects too, and it may well be made a school policy in all classrooms, even if it necessitates a fundamental change in teaching techniques.
 - 3. Persistence in the face of difficulty. This is not a throw-back to the old belief that a subject should be studied just because it is difficult. With our elective system and the democracy that is practiced in the freedom of choice given to pupils, a subject should not be dropped merely because it turns out to offer difficulties, unless there is evidence of an utter lack of ability, and not merely because the parent, a taxpayer, demands the change.
 - 4. Habitual insistence upon the precise use of language and clarity in definition and statement. This also belongs to all subjects. In mathematics, unless the pupil actually says what he means to say, and unless the others understand what he is saying, nothing can be accomplished. This also should be made a school-wide policy in every classroom.

- 5. The ability to discriminate between a mere assertion and an inference. The insistence upon reasons for all steps in a solution or in a proof aims at this.
- 6. Ability to eliminate emotional or prejudicial factors from an argument. Children do not bring to a proof about congruent triangles or parallel lines the opinions of their parents and others at home or in the community. One does not get prejudiciously excited about a parallelogram, or even about a pair of overlapping triangles.

The teachers of mathematics do not preach to their children the ideas mentioned above. They are conscious of these values themselves, and they try to incorporate them into their daily teaching. We cannot promise that we achieve all that we believe in; but we do know the favorable comments of former students years after they have left us. We teach, we pray, we hope.

We believe that these values are important for all pupils, slow as well as average and bright, and that pupils can best attain them in groups that are homogeneous in ability, as homogeneous as is possible with the conditions under which we work. For, "with all the loving care it is possible to give it, a cabbage will never grow up to be a rose. But without a reasonable amount of intelligent care, the finest cabbage seed in all the world won't grow up to be even a good cabbage. And there's the saddest part of the whole sad business." Therefore, a very important feature of the work of the mathematics department has been the use of ability grouping. This has given the weaker pupils work that is suited to their capacities and has preserved the necessary opportunities for the better ones, who lose a great deal when the teaching in heterogeneous groups is aimed at the average group, or even at the weaker two-thirds of the class.

COURSES. As for the content of our courses, we list the following: elementary algebra, plane geometry, intermediate algebra, trigonometry, advanced algebra, solid geometry, as well as classes in remedial arithmetic and one class in general mathematics. Our problem is the poor preparation or the lack of preparation of the pupils that come to us. We try to meet this problem by rebuilding

TRAINING FOR THE PERFORMING ARTS. TRAINING we can the weak foundation, by inculcating in the pupils

as far as we can the weak foundation, and by bearing in the pupils

the for a sense of achievement, and by bearing in the pupils as far as we can the weak foundation, by incurcating in the pupils a feeling for a sense of achievement, and by bearing our share of a feeling for a sense of achievement faculty. the responsibility that belongs to the entire faculty. George Washington High School Joseph B. Orleans

PROGRESSIVE VOCATIONAL TRAINING FOR THE PERFORMING ARTS

SCHOOLS FOR TOMORROW. Few of us may realize fully that we are at a new threshold of living in the midst of a myriad of push-button gadgets manipulating high-speed machines for use of pushir backets governormy or for waging destructive warfare. These in the peace-time economy or for waging destructive warfare. inventions and discoveries are releasing manpower in many fields. All of this means a challenge to the ingenuity of educators to find ways and means to give youth and adults work that is productive and creative in nature. Educators, in a measure, are at the crossroads in their effort to guide the future worker to a field that gives satisfaction.

In this dilemma we find ourselves asking the age-old questions: What knowledge has the most value? To what extent are academic high schools meeting the present need? Where does cooperative education lead the individual? Is the vocational school program belping the individual to apply in daily life what he is learning? Will the comprehensive or "Double-Purpose High School" be the answer to our quest for certainty for an integrated educational plan multi-dimensional enough to prepare youth for the changing industrial order?

In the School of Performing Arts we are attempting to give continuous and related learning to students who are talented in the fields of dance, drama, and music. Five years of experimentation in this unique school have taught us many lessons about behavior, values, and experiences that give satisfaction.

NEED FOR ATTAINABLE GOALS. Our generation has been exposed to many slogans and catch phrases that glamorize the "Jou-can-be-a-success-in-almost-anything" philosophy. Research in many fields has indicated that not all individuals are endowed by nature with the insight or the personality qualities required to

_HIGH POINTS [March, 1954] achieve the topmost rank in a chosen field—irrespective of the achieve the topmost rank in a supercurve of the time and effort expended. Attractive offers have misled many to aim at impractical and unattainable goals. Parents and teachers who must assume responsibility for guidance are on safer ground who must assume responsibility patterns. The Rocal activity in when they try to guide boys the stablished ability patterns. The Board of Education, the Vocational Advisory Commission on Vocational Education, and the leading men and women in the theatrical world have made it possible to give high school students talented in dance, drama or music, an opportunity to discover existing potentialities for success in these arts or in related jobs. The High School of Performing Arts, the newest experiment in vocational education to prepare for entrance into show business, may be a step in a revolutionized training program from kindergarten to college.

The Performing Arts Division of the Metropolitan Vocational High School was organized in 1948 to provide vocational and college-preparatory curricula for high school students gifted in dance, drama, and instrumental music. Since these were unchartered areas in public education, much hesitancy and provocative thought preceded decisions relating to teacher personnel, physical facilities, methods of instruction and cooperation with interested outside agencies. (Details of school organization were outlined in a previous article in High Points, January, 1950, pp. 19-26.)

HOW APPLICANTS ARE SELECTED. Applicants for SPA are selected on the basis of special aptitude or high performance ability in one of these specialized areas. Audition tests are held once a year. A prepared circular setting forth the purpose of the school and the requirements for entrance is sent to principals of elementary and junior high schools by the Superintendent of Schools. These school request our special application form for all pupils whose records indicate that this specialized training would be advantageous. We have learned that it is difficult to judge professional potentialities on the basis of statements made on an application form. After these applications are checked and sorted, we notify the principals and pupils when and where the auditions will be held. be held. Two performance tests are given. The first screening test is before members of the faculty, and each applicant is given a personal interview. The successful applicants are given a second TRAINING FOR THE PERFORMING ARTS_ test before members of the faculty and the Vocational Advisory test before members of successful applicants are notified, and Commission. The schools of successful applicants are notified, and Commission. The serious transfers for the following term. In the last requests are made for transfers were accounted. requests are made for applicants were accepted. Our school maintest 225 of the 800 applicants were accepted. Our school maintest 225 Most of the pupils called the school maintenance of 625 Most of the pupils called the school maintenance of 625 Most of the pupils called the school maintenance of 625 Most of the pupils called the school maintenance of 625 Most of the pupils called the school maintenance of 625 Most of the pupils called the school maintenance of 625 Most of the pupils called the school maintenance of 625 Most of the pupils called the school maintenance of 625 Most of the pupils called the school maintenance of 625 Most of the pupils called the school maintenance of 625 Most of test 22) of the book approach the pupils selected have the physical rains a register of 625. Most of the pupils selected have the physical stamina, mental acumen, and emotional drive to fit them for special training for the entertainment field.

ACADEMIC CURRICULUM. Many parents, teachers, and accounselors ask if pupils may qualify for college entrance at Percounselors ask if pupils may qualify forming Arts. All pupils, with a few exceptions, are programmed for four college-preparatory academic subjects for each term. Regents examinations are required for all graduates who intend to go to college. Over sixty per cent of the June, 1953, graduates indicated that they intended to enter college or professional schools. The median I.Q. of the 215 entering elementary and junior high school graduates of June, 1953, is 116. When one considers that these talented youngsters have outside assignments to prepare for their four periods of dance, drama, and music, as well as for the academic subjects, one realizes that a tremendous drive or overpowering interest is necessary to enable them to keep up with all of the requirements. But they love the work because they are doing what they like to do. The academic achievements of our graduates have been on a high level. Most of our graduates attend the city colleges. Some have won state scholarships.

FACILITIES FOR THE DAILY PROGRAM. It is most trying to program 625 dance, drama, and music pupils for a nine-period day in a building over sixty years old with inadequate facilities for studio activities and stage performances. Pupils are programmed for formances. for four periods of shop, four periods of college-preparatory academic such: demic subjects and one period for home room activities. Each pupil is assigned. is assigned to a section adviser who acts as a "school parent" or "friend" and a section adviser who acts as a "school parent fosters "friend" as long as the individual remains. This arrangement fosters a close personal relationship that enables the teacher to solve many problems confronting the pupil.

Majors in one department may take shop subjects in another department during the first three years. Pupils major in their spe-

cialized activity during the senior year; for example, a dance major may concentrate on modern or ballet for the fourth year. We are so cramped for space that it is common practice to see a drama class in the basement carrying on ten different acting projects at the same time under the supervision of one teacher. Our Advisory Commission has pointed to the urgent need for a new building for the School of Performing Arts, and the Board of Education has reported favorably on this request. Plans should now be made to provide adequate facilities to make this school one of the outstanding vocational high schools in the country.

PLACEMENT POSSIBILITIES FOR ENTERTAINERS. New York City can boast of more experimental theaters, more schools teaching dramatics, and more individuals and organizations giving instruction in ballet and modern dance than any other city anywhere. A faithful but discriminating public supports a variety of opera companies, symphonic groups, and theatrical productions. These entertainment lovers make it possible to employ over 150. 000 musicians, 20,000 actors, and 10,000 dancers in this country. The increasing demands of television, radio, and the theater make it necessary to provide specialized training to help performers succeed in the legitimate business of entertaining. A question commonly asked is whether our graduates obtain employment in the field for which training has been received. Since many jobs are for short periods of time, it is difficult to keep an accurate check on the employment record of every graduate. A majority of our graduates plan to enter college or a professional school, but we do know that many are gainfully employed in the several fields.

CURRENT EVALUATION. Within five years we have selected and trained many potential actors, dancers, and musicians who give promise of reaching stardom. We are studying the progress of all of our graduates, many of whom are succeeding in jobs allied to the field of special instruction. Staff members improve curricula constantly, write music scores, collate major production materials, design costumes, choreograph dance numbers, give individual counseling and guidance, and invite capable speakers to acquaint the students with actual conditions in the theatrical world. Our Parents' Association members have been most generous in proUNIT IN VOCATIONAL RESEARCH_ viding both material and spiritual support to the school. Obviousviding both material and spiritual support to the school. Obvious-ly, we have unsolved problems. We have not yet discovered the ly, we have unsurved products and performers. Time is needed to ability-pattern-profile of the students with social included the students with ability-pattern-prome of succeed in descending descending them succeed in descending des help schools lind an outcomed in dance, drama, or instrumental that may neep them the probability of error in our audition music. We are trying to limit the probability of error in our audition procedures. Finally, we must have adequate physical facilities to procedures. This is a professional training recommended by Mrs. Samuel A. Lewisohn, Chairman of the Advisory Commission on the Performing Arts.

FRANK H. PAINE

Metropolitan Vocational High School

UNIT IN VOCATIONAL RESEARCH

While much has been written about the inability of the slow learner to adjust to the high schools as they are constituted today, we tend to forget that it is not the slow pupil alone who feels out of place in our schools. The average "academic" student, the one who will not be going to college (and after all only a small percentage do), often feels that his school work has little relation to his life, present or future. Girls are often spared this feeling of purposelessness since many of them take a commercial course. This field is psychologically, if not actually, closed to most boys.

Many teen-agers, brought up in a cultural milieu of home and school which sets up high academic goals and which regards "professional" vocations as the only desirable ones, aim for goals they are incapable of reaching. Some of them realize the futility of their verbal aims and are discouraged early. The discrepancy between their ability and the standards set for them often leads to indifference to all school work. Others accept these ideals themselves for a long time, only to meet frustration later. The unrealistic approach to their future leads only to eventual disappointment and feelings of personal failure.

English teachers have long recognized their function in building mental health, in guiding students to a better understanding of themselves themselves, and—more recently—in helping create respect for socially—of themselves, and—more recently—in helping create respect for socially—of themselves, and—more recently—in helping create respect for socially—of the social socially useful work of all kinds. These goals are often approximated in our discussions based on literature.

A direct approach, not intended as a cure for any general situa. tion, but one which furnishes a core of activity to meet some of our aims is a research unit on vocations. Carried out by committees, the unit also yields meaningful experiences in reading, in written and oral expression, in working with others, in listening, and in the practical applications of democracy. The average student has a chance to achieve success and group commendation.

COMPOSITION OF CLASS. The class in which such a unit was carried out last term was an "average" fourth term English class composed of boys. Although the school is coeducational, the exigencies of programming in a three-session school created this kind of grouping. Of thirty-eight students, thirty-two were taking the academic course; six were "generals." Their scholastic average up to that term ranged between 65 and 75 in their major subjects. With the exception of two instances, the I.Q.'s did not range beyond 110. Of the thirty-eight, thirty boys said that they intended to go to college. About half of this number had no idea as to what they would like to study there ("if I ever get there"); the others listed engineering, medicine, law, and accountancy as their expected careers. On the basis of the abilities of the students and their past performance in school, it would be safe to assume that no more than one or two of them would enter college. Not one of the ten boys who selected "engineering," for example, had any outstanding ability in mathematics. Some of them took their aims seriously; others knew they were mere verbalisms or expressions of their parents' desires for them. In fact, most of them agreed that the biggest problem they had to face (along with how to earn money to go on dates while attending high school) was what to do after graduation. Many felt that they would not be equipped to undertake any vocation after the two years of high school education left them.

STARTING THE UNIT. In a class discussion based on the results of preliminary questionnaires, the students revealed that they knew of only a few common occupations. Of the great variety of jobs crossed lands of the great variety of the grea jobs created by the complexity of modern society most of them were ignorant. The boys compared the difficulties faced by a modern adolescent seeking a vocation with the problems of previOUS generations, and they examined the basis of their own choices. ous generations, and uney examined the basis of their own choices.

The relative number of positions in several fields was approxi
The relative dismay of some of the students. The relative number of positions in several nerus was approxi-nated, to the dismay of some of the students. Many began to disnated, to the dismay of some of the students. Iviany began to display a curiosity about different types of jobs; some had heard of the play a curiosity about difference appears of jobs, some nau neard or the state Institute's two-year courses and wished to learn more about State Institute's two-year consists and willies of questions that one them. The class as a whole worked out lists of questions that one them. The class and about a career, about oneself, and about should be able to answer about a career, about oneself, and about should be able to allow the sh acquiring unis annual to invite the vocational counselor in the school to speak to the class about the careers in which they had some interest, and especially about the "semi-professions" they might be eligible for. Each student wrote a letter, not only inviting the teacher but also stating any particular questions or desire for information that he personally had. Some of these letters were put into the teacher's mailbox. A few days later the counselor (who had been given the results of the initial questionnaire) spoke to the class and answered many questions, especially about requirements for entrance into various professions, as well as the money involved. The talk stressed the possibility for further schooling other than college in the fields of dental mechanics, electricity, air conditioning, blueprinting, merchandising.

Since many students were interested in employment after school hours and were looking forward to the possibilities of summer jobs (by which time most of them would be sixteen), they eagerly wrote to the school's employment director, asking him to describe the workings of his office and the methods by which they could get a job. Nearly all the letters were sent to the employment director, who accepted the invitation to address the class and undertook to answer all the individual questions in the letters. During the period in which he addressed the class many students related some of their of their own (or friends') experiences with jobs and bosses. The speaker was asked to explain methods of securing working papers and the last asked to explain methods of securing working papers and the legal rights of under-age workers who are asked to perform duties of under-age workers who are asked to perform duties or work hours that are not allowed by law. At the end of the period the period the speaker was surrounded by students who still had unanswers! unanswered questions or individual problems. As a result of his talk the talk the class later heard individual reports on the F.E.P.C., on state land State laws against discrimination, and on the aspects of the Social Security leaves against discrimination, and on the aspects of the unit a Security law affecting part-time workers. (Later on in the unit a

boy brought in an application blank for entrance into a radio school. On the special veterans form he noticed a question calling for the race of the applicant. In view of our discussion this inquiry

After the employment director's talk the students submitted their choice of careers for research, and on the following day the class was broken up into committees based on the careers indicated. Seven committees of unequal size were formed. The Engineering Committee had eight members, but at their first meeting divided the topic into different kinds of engineering. Technical Vocations likewise had eight students, and these were divided into mechanical dentistry, automobile mechanics, T.V. repair, and printing. The Medical Committee, consisting of five boys, decided to look into the fields of pharmacy, veterinarian medicine, dentistry, and chemical research. Smaller committees were those interested in Accountancy, Entertainment, and Civil Service jobs. Most of the nonacademic students joined the Business Committee and decided to do research in the fields of the shoe store, the fruit store, and the garment line. The decision of the boys in this case was largely influenced by the work of the fathers or older brothers, which in some cases also coincided with their own work experience. At the first meeting of the committees, each group selected a chairman and secretary and made preliminary assignments. The next session of the class was held in the library where the committees were able to sit around separate tables in the reference room and consult books, files, pamphlets, and a variety of material prepared by the librarian with the teacher's help. The committees indicated the material which was most useful to them, and the teacher was able in the future to keep that material in her own room, together with the folders lent by the vocational counselor. Many of the boys took out non-reference books from the library at the end of the period.

VARIED ACTIVITIES. The rest of the unit, which is outlined below, was carried on about twice a week since the class was reading Silas Marner and following the rest of the English syllabus for fourth term classes. Whenever many students or a few committees faced a similar problem or asked the teacher the same questions, the entire class discussed the issue or was given the same instruction simultaneously. The term "class lesson" in the outline refers UNIT IN VOCATIONAL RESEARCH_ o an activity carried on by the class as a whole, and need not o an activity carried on the period. Usually the class separated into necessarily invalidation of the "class lesson" was over.

Class lesson: methods of interviewing—asking for appointments lass lesson: methods of interviewing through in writing, preparing list of questions, interviewing through the mails, social amenities.

Class lesson: letter form and content for the securing of catalogues, requirements for entrance, application blanks.

Trip involving some members of Engineering Committee who went after school hours to special exhibit held by the Polytechnical Institute.

Stenciling and mimeographing of list of books dealing with vocations which class was to consult for supplementary reading. Appropriate book reviews could be used by committees as part of their work.

Art work and photography for illustrations discussed by some

Class lesson: meaning of "glossary of terms," of bibliography, and method of drawing them up.

Class lesson: the writing of numbers in the body of an essay, the use of quotation marks and substitutions in interview write-up, use of the apostrophe, review of "everyone" and "his."

Committee discussions: decision on cover, on contents page, assignments of writing of preface or introduction, the use of an appendix, of tables, of illustrative material. Format of book.

Committee activity: decision on form of report, rehearsing of discussion, writing of skit, distributing parts and typing jobs, gathering materials for demonstrations during talk.

CULMINATION. The program which was the culmination of the activity (in addition to finished booklets furnished by some committees) took three days. The following was the program:

Program 1. Skit by Accountancy Committee

The scene is a local park. A high school boy is sitting on a bench, dejected. He refuses his friends' invitation to play ball because he is "." because he is "blue." Tomorrow he must fill out his option card and he document. Tomorrow he must fill out his option card and he doesn't know what subjects he should choose. An adult comes along the hero's comes along, hears the discussion, and upon learning of the hero's interest in means the discussion, and upon learning of the hero's interest in mathematics, tells him about the possibilities in the

field. He answers questions about the work of an actuary, a book. keeper, an accountant, a C.P.A., a statistician. After learning of the openings in the field, the requirements, and the expected remuneration, the boy plans his subjects for the rest of the high school career, and goes off to play ball with his friends. (A basketball and sneakers were some of the "props.")

2. Panel Discussion by Engineering Committee

The boys tried to imitate a panel discussion on the air. They spoke about the need for engineers, cited the kind of advertisements frequently found in newspapers today, and discussed the relative difficulties and attractions of electrical, aeronautical chemical engineering, as well as the openings for draftsmen and assistant engineers.

3. Individual reports and performance by Entertainment Com-

Personal reports were given by a boy who wants to become a professional violinist (he played a number for the class), by a student interested in becoming a cartoonist (he displayed some of his own work and demonstrated some techniques on the blackboard), and by a would-be sports reporter.

4. Skit by Civil Service Committee

The skit takes place in the home of a math teacher who is busy marking papers. He is interrupted by the entrance of two old friends, one of whom wants to have his income tax form filled out. (This took place at income-tax time. Incidentally, the form was supplied by a member of the accountancy committee who in turn got some blanks from his older brother.) The teacher asks his friend, a civil service worker in a warehouse, the pertinent questions for filling out the form plus a few personal questions, such as how he got the job, whether he likes it, and his plans for promotion. In turn, the teacher is asked about his work, salary, conditions, and preparations for the profession. (The boy who took the part of the teacher got some of his information by interviewing me.) The third friend is still going to law school, hoping to become a lawyer for the F.B.I. or get some other Civil Service job.

5. Technical Committee Reports and Demonstrations

A general appraisal of vocational opportunities in the field of mechanics was offered by the chairman of this committee. One boy spoke of dental mechanics and showed some of the tools and materials used in the work. Three boys talked about automobile mechanics, using diagrams on the board and pictures secured from their own copies of various magazines. The T.V. sub-committee divided their talks into the history of T.V., how it works, and the needs for repairmen today. One student spoke of printUNIT IN VOCATIONAL RESEARCH_

ing, showed some samples, and told of his experiences in helping

6. Reports of Disconnection of non-academically minded students
This committee consisted of non-academically minded students 6. Reports by Business Committee This committee consisted of the class with the worst records in English in the past; theirs of the class with the worst records in Linguish in the past; theirs was the most interesting committee report both to the students was the most interest one boy spoke of the various problems inand to the teacher a shoe store, he spoke of his father's experivolved in June problems in different neighborhoods, and he ences, of the desired from a trade magazine. Another boy did elaborate requoted from a trade magazine. quoted from a fruit line. He wrote to an uncle in California and worked out charts comparing prices there with those here, as well as differences in profit for the owner. He also compared the work of a fruit man with that of a grocer and spoke of the hardships involved in each occupation. He interviewed an owner of a fruit store in the neighborhood and his young worker, to get different points of view. Another student talked on running a garment factory, differentiated between piece work and work on parts, explained the difference between a sample maker, a designer, and a cutter. He spoke of different modern machines used today. His talk elicited the greatest interest and the largest number of questions from the audience—to the teacher's surprise. Another spoke of working in the garment line and explained the benefits of the Amalgamated Cutters Union, quoted from its constitution, and explained some of the difficulties of getting into it. Two boys spoke about salesmanship.

7. Written reports

The Medical Committee submitted a booklet which was explained in general terms by the chairman who exhibited the book before giving it to the library. Two other committees completed booklets as well.

Summary of Activities Involved

Writing Letter of invitation to vocational counselor, involving specific questions Letter of invitation to vocational counselor, involving specification to placement director, and later letters of thanks Letters to colleges, professional schools, private schools, companies,

agencies (Students were thrilled to get answers to their letters; one received a personal visit!)

Write-up of interviews, personal letters, descriptions of exhibit Book reviews

Reports on career based on readings

Introductions and prefaces to committee booklets written by some studente

Brief notes to teachers in school, requesting appointments for inter-

Filling out forms (applications, income tax, college entrance) Filling out forms (applications, income tax, contage chitance)
Summary of committee discussions and plans submitted at end of each

Oral Communication

ral Communication

Discussion of anti-discrimination laws in hiring in New York State

Who should decide your career? (the role of parents)

Who should decide your career, the following partition. Intra-committee discussions on skit, materials, order of reports, alloca-

Presentation of skits or reports with demonstrations

Reading

One full-length book by each student (fiction or non-fiction)

Research in pamphlets, booklets, catalogues, magazines, newspapers (Civil Service Leader, trade papers, union papers). Magazines used most were: Life, Popular Science, Motor Magazine, Motor Auto Manual, Popular Mechanics

Other activities

Listening to speakers

Interviewing

Typing and copy reading (a surprising number of boys could type)

Listening to radio for form of panel discussion

Using newspaper index and library card catalogue

Drawing

Selecting illustrations from magazines and papers

Making of diagrams (e.g., motor action of an automobile)

Making up glossary, bibliography, contents page

At the end of the unit, every student indicated on a slip of paper: materials he read, the writing he did, and other activities he had engaged in. A survey of the reports reveals that every student in the class wrote at least two letters, most of them three or four. Everyone wrote at least two reports. In addition to reading of various kinds, most students did some typing, acting, drawing, interviewing, and speaking.

DIANA WOLMAN

Thomas Jefferson High School

SIMPLIFYING THE LANGUAGE OF BOOKKEEPING

The New York City Bookkeeping Syllabus, revised December 1, 1952, states:

"Vary the phraseology in typical transactions. Examples: Sold merchandise on credit; make a charge sale; filled an order on account; shipped merchandise."

"Express the same idea in various ways: Gave a check covering LANGUAGE OF BOOKKEEPING-"Express the same week in carrows ways. Gave a check covering an invoice by check; remitted a check for invoice."

The writer wishes to take exception to this. It is this practice of The Writer Wishes to the and expressing the same idea in various varying the philaseology and errors in our bookkeeping classes. In the business world no one mistakes a cash receipt for a cash paythe business world he constantly making this error. When a ment. Yet our statement and pupil reads "Jones paid his account," he sees the word "paid" and pupil reads payment. Anyone can distinguish a sale from a records this as a purchase in the outside world. Yet "received a shipment of merpurchase in the chandise" and "shipped merchandise" are most confusing in the classroom.

Our bookkeeping classes are full of border-line and low-I.Q. students. Why must we thrust upon them artificially created difficulties which have no existence in the office?

When simplified spelling was first advocated, its opponents insisted that difficult spelling was needed to train pupils' minds. This syllabus seems to follow a similar line of reasoning. There is ample material to train immature minds without creating language difficulties which are unrealistic, unnecessary, and wasteful.

It is the teacher's job to simplify, not to complicate. Many pupils have difficulty in identifying themselves with the owner for whom they are supposed to be working. If they read "Ames returned merchandise," they are not sure whether they are keeping books for Ames or for someone else. The fundamental thing in simplifying bookkeeping language is to maintain the point of view of the person for whom the books are being kept. Thus "Ames returned merchandise" is unsatisfactory, but "allowed credit to Ames for merchandise returned" is good. "Smith paid his account" is objectional. tionable. "Received cash from Smith on account" is satisfactory.

The writer advocates the use of the following examples of simple, clear language:

Sold merchandise to Brown.

Bought merchandise from Clark.

Received cash from David on account.

Paid cash to Ellis on account.

Received a note from Frank. Sent a note to Golden.

Received cash from Harris for his note.

Paid cash to Jackson for our note.

HENRY OWEN

James Monroe High School

INFORMAL DRAMATIZATION IN SOCIAL STUDIES LESSONS

In the quest for variety in daily teaching techniques, social studies teachers should not overlook the informal dramatization. Too many of our colleagues regard this parochially as the province of the English Department, and are reluctant to adapt dramatization to their own classroom use.

The informal dramatization, in which students are presented with a problem or situation to enact, without benefit of a script, lends itself to certain phases of the social studies lesson. It can sometimes be used as a final summary device, tying together all parts of a class discussion. It may also be used in the body of a lesson to lend dramatic appeal to what might otherwise be a desiccated recitation.

THE METHOD ILLUSTRATED. Some examples may clarify both uses.

During a discussion of the manner in which seventeenth century emigrants from England managed to come to America, the writer's classes considered the formation of joint-stock companies, the attainment of royal charters, the nature of the emigrants, and the character of the long voyage to the New World. This was contrasted to the plight of the contemporary emigrant. In order to unify the previous discussion, and in order to have the main points reiterated with logical development, each class was given the opportunity to dramatize its discussion. The teacher provided the setting for the play by informing the students in the class that they were to imagine themselves as the characters about whom they had been speaking. They were to demonstrate, with their own dialogue, the events which might have taken place in their lives had they lived ORAMATION OF THE CHARACTERS for the informal dramatical some 300 years ago. Further guidance was given when the teacher selected the characters for the informal dramatization. The stusted the characters applied themselves to the task hafter. glected the characters for the informal diamatization. The stu-glected the characters for the find manatization. The stu-glected the characters for the find manatization. The stu-glected the characters for the find manatization. The stu-glected the characters for the find manatization with the stu-dent in each class applied themselves to the task before them with dents in each class applied themselves to the task perore tnem with onsiderable enthusiasm. This refers equally to the writer's average onsiderable enthusiasm as a result of the informal presentation. onsiderable entitional and slow classes. As a result of the informal presentation, the class and slow classes. The arrange one's home to seek a reviewed the problems involved in leaving one's home to seek a reviewed the problems are part was enacted with conviction. Parnew life elsewhere. Pargervants and of those who left home because of persecution. In gervants and of the class dramatized the contemporary emigraa succeeding resonant rion from Puerto Rico. Thus, the past and present were bridged in an exciting, informative, and interesting manner.

The informal dramatization may also be used, however, in the body of a lesson instead of at the conclusion of one. When teaching the adverse reaction of the American colonists toward England's mercantilist policies, the pupils were presented with a dramatic situation which appealed to their imaginations. They were told to make believe that Ministers Grenville and Townshend, authors of legislation which the colonists regarded as reprehensible, were at heaven's gates awaiting admission. Before judgment could be pronounced, witnesses were to be called to state the cases supporting and opposing such admission. Englishmen and American colonists in various walks of life were to give testimony.

With zeal, the youngsters enacted a courtroom scene in heaven. The class as a whole was able to understand the views of the English and the colonials. The nature of the dramatization's setting induced students to consider their statements carefully so that one or both of the characters on trial might not be consigned to the nether regions without just cause.

TEACHING TASKS. As in any good lesson, the teacher's preparation of the teacher tation of the class activity is essential. It is necessary for the teacher prepare the scene or scenes of the dramatization, and it is important the scene or scenes of the dramatization, and it is important the scene or scenes of the dramatization. portant that he consider carefully the selection of characters in the dramatization.

To make certain that the pupil actors carry the play through to a successful conclusion, the teacher must regard himself as a director at a relations, in order to tot at a tehearsal, making corrections and suggestions, in order to

HIGH POINTS [March, 1954] guarantee that the play successfully dramatizes the central theme

TV DIVIDEND. In a television era, when dramatizations of the values of particular brands of soap, hair tonic, and laxatives, are accepted as perfectly normal by our pupils, it is reasonable to assume that they will regard informal classroom dramatizations favorably. Let us use this interest for the much more beneficial

GEORGE KAPLAN

J.H.S. 55, Bronx

COMPOSITION LESSSON

... while a customer has the right of choice and the last resort of booing or walking out, a critic is never-well, almost neverpermitted this escape. Furthermore, he must needs find words to describe the beast. So it is well for a critic to set certain rules of conduct...

Certainly, the first is: Be polite. Never, as the odor of gorgonzola comes wafting over the footlights or through the screen-3D, 'Scopic, or TV-rush wildly screaming from the premises. Leave quietly, and if someone connected with the production asks your reason, be gentle. Kick him and tell a lie.

Of course, there are other techniques. Cue's veteran movie critic Jesse Zunser has collected dozens of ways to properly carve even the most malodorous turkey. Recommended approaches include: Reportorial: "Seven actors were killed in this movie; the author is still at large." Congratulatory: "Derek Desmond played the man shot dead in the first reel; he was lucky." Judicial: "It is not fair to say that Horace Hammitup gave the worst performance of 1953; the year is not over." Admiring: "Miss Gloria" Gush was a natural; she played the beautiful but dumb heroine."

-"How to Carve a Turkey," Cue

Book Reviews

A COURT FOR CHILDREN, A Study of the New York City Children's COURT FOR CHILDREN Associate Professor of Social Work, New Court. By Alfred J. Work, Columbia University Press, 1953, 359 pp. The first special court for children in New York City was established The first special count for children and the level basis for the l almost htty years ago. Frovided the legal basis for the present Children's just two accounts and formulated its underlying philosophy. It is thus timely to take Court and to the court, to appraise its effectiveness, and to chart pahts for improvement. This is the job that Dr. Kahn undertook. His study is the third provenient a series sponsored by the Citizens' Committee on Children; the earlier in a series specified by Dr. Kahn—covered the Bureau of Attendance and the Juvenile Aid Bureau.

Dr. Kahn conceives of the court as an agency for protecting and aiding children in trouble. "The conduct which prompts the court's attention . . . should be regarded primarily as symptomatic of . . . strong and often unconscious personal needs... the court's problem becomes that of determining the kinds of help-material, social, or emotional-necessary to bring about the desired adjustment." Such is the framework within which Dr. Kahn examined the court. He used a variety of research tools: direct observation of judges, probation officers, and other court personnel on the job; analyses of Bureau of Adjustment and probation cases and records; and interviews. His scrutiny of procedures was thorough and searching.

In brief, Dr. Kahn concludes that the court is for many children "an insensitive instrument of an indifferent or hostile world." He finds that its physical facilities detract from its purposes; that the probation staff is overworked, underpaid. inadequately trained, and hence generally ineffective; that many—not all—of the judges are ill-suited for their tasks and "indulge in questionable practices"; that intake methods are clumsy and confusing; and that administrative procedures are faulty. To improve the court, Dr. Kahn recommends a unified intake policy, the conversion of the Probation Bureau into a casework and counseling agency staffed by graduate social ate social workers, the expansion of diagnostic and treatment services, closer liaison with the schools, and transitional residences for teen-agers. He proposes that the judges be selected by the Mayor from a list prepared by representation by representatives of the bar association and agencies interested in child welfare. He can be a selected by the Mayor from a list property of the bar association and agencies interested in child welfare. welfare. He suggests further that new judges serve periods of interneship.

Many people will be less likely than Dr. Kahn appears to be to accept the casework the casework approach as a cure-all. Others will object that his study slighted several person as a cure-all. Others will object that his study slighted several important aspects of the court's function. For example, in 1952 a commission of the court's function of "more effective of the court's function of the court's function." 1952 a committee of the H.S.P.A. recommended "firmer" and "more effective" handling to of the H.S.P.A. recommended their parents as a tive" handling by the court of young delinquents and their parents as a means of detaration means of deterring juvenile crime. This view along with its implied criticism of the court of young delinquents and their patterns crime is most of the court of young delinquents and their patterns crime is most of the court of young delinquents and their patterns of the court of young delinquents and their patterns. cism of deterring juvenile crime. This view along with its inner. Kahn's report is widely held, but it receives scant attention in Dr. Kahn's report. It is to be regretted that his resources did not permit of a follow-up study of children handled by the court.

HIGH POINTS [March, 1954] However, Dr. Kahn has performed a significant service; the implementa. However, Dr. Kann has performed a parachine to the court a much better instrument. He is to be commended for his courage in attacking the foibles of some of the judges. His report, which for the most part avoids the of some of the Judges. This report, writers in the field of social work is

JACK G. DEUTSCH

METHODS OF TEACHING GREGG SHORTHAND. By Louis A. Leslie. McGraw-Hill Book Company, 1953.

A book by Louis A. Leslie is always an event in the field of shorthand. His latest book, Methods of Teaching Gregg Shorthand, is a most important contribution to the field of shorthand teaching methods and will be welcomed by all teachers, experienced as well as inexperienced, who give themselves the pleasure of reading it. For here is a methods book so interestingly written, so provocative, and so worth-while that many readers will find it difficult to put down once having started it.

Mr. Leslie is eminently qualified to write a book such as this. He has taught shorthand at all school levels for over thirty years. He is a highspeed shorthand writer in his own right, holding the coveted Certified Shorthand Reporter degree; and he has done court reporting. He is the founder of the functional method of teaching Gregg and is the author or co-author of most of the functional textbooks. As shorthand consultant to the Gregg Publishing Company, he has influenced shorthand teaching in high school, colleges, and teacher-training institutions all over the country for many years. In addition, he has been a prolific writer on all phases of shorthand teaching—the psychology of learning as applied to shorthand, prognosis, transcription, testing, teaching devices, and dictation materials, to name but a few.

As a matter of fact, Methods of Teaching Gregg Shorthand brings together in one book in an organized manner most of Mr. Leslie's previously published articles, together with excerpts from many of his books and manuals. Certainly, this book represents the most detailed, comprehensive, authoritative, and scholarly statement on the methods of teaching shorthand today, reflecting on every page the spirit and influence of modern educational psychology in its relation to the learning and acquisition of motor skills.

An inspection of the chapter headings will give some indication of the scope of the book: "The Story of Shorthand Teaching Methods"; "The Story of the Functional Method"; "Science-Type Teaching of Elementary Shorthand"; "Language-Art Teaching of Elementary Shorthand"; "Shorthand"; "Shorthan hand Penmanship"; "Dictation and the Development of Shorthand Speed"; "Testing and Grading Shorthand"; "Methods of Teaching Transcription"; gooks Teaching Devices"; "Provision for Individual Differences"; "Shorthand Ball Teaching"; "Shorthand "Shorthand Teaching Devices; Frovision for Individual Differences";
"Shorthand Teaching Diagnosis, and Remedial Teaching"; "Shorthand Fallacies";
"Tropinosis, Teaching Problems"; "Significant Research Affection Marketing Problems"; "Prognosis, Diagnosis, and Remedian Teaching; Snorthand Fallacies"; "Prognosis, Teaching Problems"; "Significant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research Research Affecting Methods "Shorthand"; and "The Psychology of Skill as Ir Assaliant Research "Shorthand Teaching Fromens, organical Research Attecting Methods of Teaching Shorthand"; and "The Psychology of Skill as It Applies to the form of Shorthand." In addition, the book contains a company of the shorthand." of Teaching Shorthand." In addition, the book contains a comprehensive Teaching of Shorthand." In addition, the book contains a comprehensive which will be of great value to all those interests. Teaching of Shortnand. In addition, the book contains a comprehensive bibliography which will be of great value to all those interested in short-

Mr. Leslie's main thesis throughout the book is that shorthand is a lan-Mr. Lesile's main the learning subject; therefore, it should be taught guage art subject, not a second pletely the learning or the verbalization of functionally, disregarding completely the learning or the verbalization of functionally, dislegaring to the science type teacher believes that desirable symptoms of learnnles. The science-type teacher believes that desirable symptoms of learnrules. "The streether of tearning are those indicating complete and thorough knowledge of shorthand; ing are those indicating complete and thorough knowledge of shorthand; ing are those successfully functional) teacher believes that desirable sympthe tanguage of shorthand."

He emphasizes over and over again, and very convincingly, too, that shorthand is written with the mind, not with the hand. Speed depends upon the automatization of shorthand outlines and unverbalized generalization, rather than upon manual dexterity, the ability to state rules, penmanship habits, excessive use of shortcuts, posture, size of outlines, and so on. The easiest and most effective method of introducing learners to shorthand is by means of the reading approach. The teaching of shorthand principles should be consciously and conscientiously avoided. Knowledge of rules, he claims, does not necessarily imply the ability to apply those rules functionally. As a matter of fact, knowledge of rules is a disturbing factor which results in mental hesitation and in a consequent reduction of shorthand writing speed.

The existence of errors, in itself, is of little importance because the commission of errors is inevitable in the learning of all motor skills and because there is no such thing as a wrong outline in shorthand; there are only different outlines for the same word. The only criterion of correctness is the ability of students to transcribe their notes accurately, and no outline which can be read back correctly is incorrect. The basis of drill in shorthand practice is not repetition of words for a specified number of times but recreation of outlines and phrases in a varied context. In other words, extensive extensive practice on varied materials rather than intensive repetition on similar materials. similar materials is one of the keys to the attainment of shorthand speed.

Despite Mr. Leslie's ardent advocacy of the functional method and the open arguments. ogent arguments he presents on its behalf, the fact remains that objective experimental emiliar presents on its behalf, the fact remains that objective experimental evidence, for whatever it is worth, does not bear out his condusions that the first parties to the tradidusions that the functional method is significantly superior to the traditional or manual and method is significantly superior to the traditional or manual and method is significantly superior to the traditional or manual and method is significantly superior to the traditional or manual and method is significantly superior to the traditional or manual and method is significantly superior to the tional or manual method is significantly superior to the survey of all improved of teaching shorthand. Ruth Anderson, in a survey of all improved of teaching shorthand. Survey of all important shorthand studies from 1900 to 1946, reported:

Anderson, Ruth Irene, "An Analysis and Classification of Research in Shorthand and T. Indiana University, 1946. Shorthand and Transcription." Bloomington, Indiana University, 1946. (Unpublished doctoral dissertation)

_HIGH POINTS [March, 1954] "In a few investigations, pupils taught by the functional method were found to be superior to pupils taught by the manual method in shorthand found to be superior to pupers rungers of and in transcription. In other studies, pupils taught by the manual method were superior to pupils taught

The failure of the functional method to prove itself significantly superior the radictional method is all the more remarkable because,

"In many of the research studies in which a comparison has been made of different methods of teaching shorthand, the research procedures used may have been more favorable to one of the methods than to the other. For example, in the comparisons of the functional and manual methods, the tests used to measure achievement at the end of the year have frequently consisted of shorthand dictation and transcription tests. In first-year shorthand, much more practice is usually given to the development of these skills in classes taught by the functional method than in classes taught by the manual method; thus this procedure immediately gives an advantage to the pupils taught by the functional method. Furthermore, in first-year shorthand, the procedures used in the functional and manual methods vary so widely that the comparison of shorthand achievement of pupils taught by these two methods should probably be made at the end of the second year of shorthand instead of the first year."

More recently, Christine Stroop* in a similar study stated, "Although one method of teaching shorthand theory may appear to be superior in some respects to the others, there is no clear-cut evidence to indicate that any particular method of teaching shorthand theory produces better results than any other method in respect to all the factors of knowledge of theory, ability to take dictation, and ability to transcribe shorthand notes."

In many other ways this is a highly controversial book. Teachers are bound to question Mr. Leslie's allocation of class time in advanced stenography. Devoting only 15 minutes out of 40 for the preview and dictation of speed development material seems a strange way of building speed, especially in view of the author's insistence that every minute available be devoted to reading or writing shorthand. His injunction to disregard completely the nature and quality of the student's written work will meet with resistance from those teachers who know that inaccurate and sloppy shorthand is more often than not the result of carelessness, inattention, and lack of discrimination. Besides, Mr. Leslie lives in a never-never land where all students love shorthand as much as he does and exert themselves to the utmost to succeed.

Nevertheless, this book is required reading for teachers of Pitman shorthand as well as for teachers of Gregg. With the exception of one or two dupters, most of the material is directly applicable to teachers of both dupters, Moreover, the chapter describing the science-type the chapter describing the science-type method of systems. Moreover, the chapter describing method completely shorthand presents this method completely shorthand presents this method completely. Moreover, the chapter describing the science-type method of stems Moreover, the chapter describing the science-type method of method completely and fairly teaching elementary shorthand presents this method completely and fairly teaching elementary sevident bias in favor of the functional method. teching elementary shortmand prosents and fairly depite the author's evident bias in favor of the functional method in other depite in any case, Pitman teachers will benefit from Marian teachers. depite the author's evident teachers will benefit from Mr. Leslie's dupters. In any case, Pitman teachers methods and the distriction of functional teaching methods. dupters. In any case, remain teaching methods, and they may even suboritative account of functional teaching methods, and they may even suboritative account of functional century incorporate some of his suggestions and devices into their own classroom teaching.

JORDAN HALB

ORIGINS OF AMERICAN SCIENTISTS. By R. H. Knapp and H. B. Goodrich. University of Chicago Press, 1953, \$7.50.

For some years now, the shortage of scientists and engineers to sustain out rapidly evolving technological civilization has been the preoccupation of educators, industrialists, and those who are directly concerned with our national security. Of vital importance from a long-range point of view, is the production of an adequate number of fundamental scientists capable of working on the frontiers of man's investigations of nature. The book under review deals with the production of such "fundamental" scientists. Origins of American Scientists is a report of a four-year study by a college committee that undertook-

- "(1) to assess statistically the relative scientist production efsciency of some 490 universities and colleges by determining what proportion of their graduates entered careers in science and
- (2) by means of statistical analyses and case studies, to attempt to discover what factors had contributed to effective production."

Some of the findings of the study would seem to confirm what science educators have long intuitively suspected. On the other hand, some of the findings are truly startling. For example, there seems to be an inverse ratio between the size of an institution and its productivity of fundamental scientists (as size of an institution and its productivity of take their scientists (as measured by the number of students who go on to take their PhD degrees in science.) Moreover, there seem to be geographical, sociological, and psychological factors that affect the productivity of fundamental sciencists. The science of the productivity of science of the productivity o mental scientists. Thus, institutions in the West and Far West tend to produce a greater proportionate number of scientists than do institutions in the East A come from famiin the East. A greater proportionate number of scientists than au lies of middle proportionate number of scientists come from families of lies of middle and lower-middle income groups than from families of either low-income or high-income groups. More scientists are produced by colleges whose offerings are characterized by "broad intellectual emphasis" than by colleges the characterized by by colleges the specialization and than by colleges whose offerings are characterized by "broad intellectual emparation and vocationalism". Expression of the characterized by specialization and the characterized by specialization and characteriz vocationalism." Engineering schools are conspicuously low in their production of fundamental schools are conspicuously greater number of sciduction of fundamental scientists. A proportionately greater number of scientists come from the scientists. thists come from liberal-Protestant groups than from other groups. Great wealth and endowners are facilities, well-paid faculties of wealth and endowments, superior physical facilities, well-paid faculties of

Stroop, Christine, "Research Conclusions for Teaching Stenography," Journal of Business Education, October, 1953.

high professional competence are not sufficient in themselves to insure high professional competence are not scientist productivity by an institution. High cost of attendance, strong and urbanism are distinctly negative influences. fraternity systems, and urbanism are distinctly negative influences,

As would be suspected, the quality of the science teacher is a key factor in the production of scientists. In the words of the report-

"The distinguished teacher is not noted especially for mastery of pedagogic skills; rather his distinction seems to proceed from central qualities of character—masterfulness and warmth—the basic qualities that the psychologist would identify with the 'father figure.' "

Almost a third of the book consists of appendices that fairly bristle with tabulations of data and statistics. These are for the benefit of readers who are "from Missouri."

Guidance counselors will be especially interested in chapters giving analyses of specific colleges and universities. Science educators will find the report professionally stimulating. Scholars will find the quality and thoroughness of the report most refreshing.

ZACHARIAH SUBARSKY

MR. SHAKESPEARE ON THE SALARY INCREASE

Come, let me clutch thee. I have thee not, and yet I see thee still. Macbeth, II.1

MR. SHAKESPEARE ON CLERICAL DUTIES

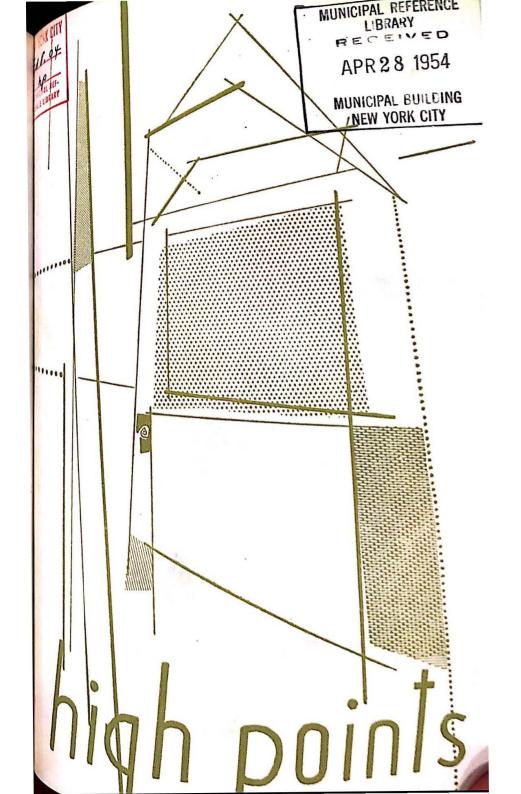
List, list, O, list! Hamlet, I.5

MR. SHAKESPEARE ON THE 35th YEAR OF TEACHING

Enough; no more; Tis not so sweet now as it was before. Twelfth Night, I.1

MR. SHAKESPEARE ON THE BOY RETURNING TO CLASS Thus must I from the smoke into the smother. As You Like It, I.2

MR. SHARESPEARE ON THE BEGINNING OF A NEW TERM And if his name be George, I'll call him Peter. King John, I.1



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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editor, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in The Education INDEX, which is on file in libraries.



Report of the Superintendent's Committee on Report of the Secondary Schools*

Foreword

Teachers, like people in various walks of life, indulge in a great Tachers, like people in a great dal of "shop talk." A topic on which they frequently exchange del of "shop talk. It topic on which they frequently exchange exchange exchange is "discipline"—the pupil who talks when he should eneriences is discrepanted or insolent, or who has developed the hibit of playing truant. There always have been and probably hibit of playing will be many things that children do that will be displeasalways will be many and teachers. Sometimes these unpleasant tings are sporadic, trivial, and even humorous; sometimes they mugs are serious. All of us can recall from our own school experience boys or girls whose behavior was such that they were constantly in trouble. There were fighting, "horse-play," cheating, truancy, hierery, and wanton destruction of property; there was the bully or the show-off or worse. Teachers have always had to deal with "disciplinary cases" and, at times, with what we now call "juvenile delinquents."

The public learns about some of the worst aspects of juvenile delinquency from occasional news items in the press, about gang fights, hold-ups, automobile thievery, vandalism, and instances of "breaking and entry." However, teachers, attendance officers, probation officers, social workers, the police, and the judges of Juveale Courts are much more familiar with the incidence and ramifeations of the problem of juvenile delinquency than the general public. They know from long experience that there are varying degrees of delinquency and that its causes are varied and complex. They are heartened by the many cases where incipient delinquency is brought under control, and they are saddened when their efforts

thigh Points is pleased to present in this issue the complete Report of the Superintendent of the Secondary Schools, the Superintendent's Committee on Delinquency in the Secondary Schools, with a factor ogether with a foreword by Superintendent Jansen. With the approval of the chairman of the Committee, a few minor editorial changes have ben made, and footnotes on Section 3218 of the Education Law and on History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On History School Provinces on Section 3218 of the Education Law and On Section School Provinces on Section Sec the 600 School Program" have been added. The Academic and Vocational High School Program" have been added. The Academic and Vocational School Principals Associations unanimously endorsed the spirit and including the Cooperation in securing the business of the Report and pledged their cooperation in securing the pledged their cooperations. implementation of the Committee's recommendations.

_HIGH POINTS [April, 1954] There seems to be evidence of a marked increase in both the There seems to be evidence of anti-social behavior on the part of our youth. The nation-wide statistics on juvenile crime appear to support this point of view. Juvenile delinquency has been the subject of numerous studies, investigations, and reports in various states and cities. Currently, under the chairmanship of Senator Hendrickson of New Jersey, a Congressional subcommittee is investigating the subject. Religious and charitable organizations have long operated homes for the rehabilitation of delinquents. The State of New York and the City of New York maintain centers for the treatment of delinquent youth. The city, the state, the schools, and many religious groups and organizations have long been engaged in a variety of activities to help our youth. In 1931 a report, "Retardation, Truancy, and Problems of Personality and Conduct," led to the formation of the Bureau of Child Guidance. This Bureau, although it has never been adequately staffed, has rendered extremely valuable service. In January, 1938, the Board of Education published the "Report and Recommendations of the Joint Committee on Maladjustment and Delinquency." This report is still of great value and might profitably be consulted by those who are interested in the total problem. In 1945 the annual report of the Assistant Superintendents was published under the title "A Program for Delinquents." Again in 1951 the Assistant Superintendents issued a report, "Juvenile Delinquency and the Schools." I mention these earlier reports simply to indicate that the Board of Superintendents and the Board of Education have always been much more deeply concerned with the problem than is generally realized.

The guidance services in the schools, still inadequate, have been greatly expanded in recent years. A number of special adjustment classes and a great variety of curriculum adaptations have been introduced to meet the varying needs of all the children. About seven years ago the Board of Education organized what is known as the P.S. 600 group of schools, to help deal with this problem among elementary and junior high school pupils. The files of HIGH POINTS reveal many articles dealing with various aspects of the problem. The minutes of many teacher conferences and of many professional conventions and institutes disclose that the subject of delinquency is a frequent subject for discussion.

REPORT ON DELINQUENCY_ Some three years ago, a committee of the Academic High School Some three years ago, a committee of the readernic High School principals Association studied the problem insofar as it affected Principals Association Studied the Problem insorar as it affected the academic high schools. They submitted several suggestions for the academic The Board of Superintendence in the academic The Board o the academic high schools. They submitted several suggestions for onsideration. The Board of Superintendents, in reviewing this onsideration are to appoint a special construction of the second several suggestions for the academic high schools. onsideration. The dome to appoint a special committee of acainitial report, urged me to appoint a special committee of acainitial report, and to formulate and to demic and vocational angle to formulate a series of recommendalem more thoroughly the pupils and the schools. This Committee was appointed in the fall of 1952 and submitted the Report, which is printed herewith, in December, 1953. The Committee which is planting to the earlier report and repeats and enlarges upon the recommendations that were made by the initial committee. As Superintendent, I am grateful to the Committee. Iam also grateful to the many individuals mentioned in the Report who gave so generously of their time and expert advice.

The Committee refrains from indulging in speculation as to the causes of juvenile delinquency. Like most experts in this field they agree that its causes are many and complex. From experience, they know that what appears to be a cause in one case is not the cause in another. Generalizations about the causes of juvenile delinquency have been expressed over and over again. Some emphasize world tensions and insecurity or socio-economic conditions. Some argue that the gradual acceptance of materialism and secularism, along with great social and economic changes, has tended to bring about a marked lessening of the influence of the home and the church. In ever so many instances the immediate home environment seems to be a determining factor. Judges, probation officers, and social workers report that satisfactory therapy frequently demands the separation of the youthful offender from his home and parents. Yet there are instances when home conditions and parents solicity there are instances when home conditions are ental solicitude and love are all that one could expect. Some are inclined to the conditions inclined to emphasize the "vulgar realism" and "adult sophistication" of much the sensational tion" of much of our literature and entertainment, the sensational parade of scandals and half-truths in the daily press, and the too frequent examples of misconduct and delinquency on the part of adults, which do not escape the discerning eye of youth, even when the sordid details are not blazoned forth in the pages of our newspapers and details are not blazoned forth in the pages of our newspapers and magazines. There are some who attribute juvenile delinquency. delinquency to something they call "progressive education" or

"soft pedagogy," even though delinquency was not unknown long "soft pedagogy, even though became a matter of controversy." before "progressive education" became a matter of controversy. There are some who seek the basic cause of delinquency in the physical or psychological maladjustment of the pupil. Others stress crowded living conditions and inadequate recreational facilities in parts of our large cities, and yet delinquency is found in wealthy suburbs and rural areas. Even though each of these factors, and others which might be mentioned, may contribute its share of juvenile delinquency and maladjustment, some of the worst cases appear to defy attempts at easy classification. The cause is not simple, nor is the solution simple. Juvenile delinquency is not the problem of the schools alone.

The present Report deals with only one aspect of a large social problem. The members of the Committee, familiar from first-hand experience with the complexities of the problem, addressed themselves primarily to the consideration of immediate and practical recommendations affecting secondary schools in New York City. Their chief concern was to suggest concrete measures which would improve existing procedures for handling and treating the seriously anti-social and maladjusted pupil, and which would also help the schools serve better the educational needs of the great majority of pupils. On the basis of long experience, the Committee observes that there are varying types and degrees of anti-social behavior. They know, both from their successes and failures, that a course of action that may help in one case will not help in another. It is significant that this Committee, made up of those working in the field of high school education, strongly urges that our greatest efforts should be directed to early evidences of anti-social behavior patterns in elementary and junior high school children.

The tone of the Committee Report is clear warning that society will not find help in moving toward improvement in the treatment of this problem by exaggerated sensationalism, or by hysteria, or by recourse to hasty and ill-conceived panaceas. Even if each of the recommendations here suggested became immediately effective, the basic problem would still need continued attention. However, it is not to be expected that every reader of the Report will give complete and unqualified acceptance to all of its recommendations; indeed, the Committee would be the first to recognize that

I cannot refrain from paying a well-deserved tribute to the reachers and principals—not only of New York City, but throughout the country—who are so splendidly assisting our youth to gow in knowledge and character. Quietly and unobtrusively, they have salvaged many a potential delinquent. When one is familiar with the courage, resourcefulness, and achievements of teachers, one need not be ashamed to admit that their efforts do not always achieve the desired outcome, especially when the reasons reside in forces and influences beyond the control of the schools. When one reflects on the teeming life of this great metropolis, with the ebb and flow of the pressures, tensions, and conflicting interests of millions of people with diverse backgrounds and cultures, one an really marvel at the achievements of thirty-six thousand trachers caring for the education of nearly a million children.

There is profound truth in the observation that the schools and churches of the country, by their persistent emphasis upon high ideals and moral and spiritual values, are the most important whesive forces saving the social foundations of our contemporary civilization from inward decay and collapse. The schools need, and lam sure they will receive, the continued support of the religious and civic leaders of the community. They will also have the support of the community. They will also have the support of the community. port of the overwhelming majority of pupils now in our schools, who are neither delinquent nor maladjusted, and who themselves are aware of this problem and are disturbed by it. I am sure, too, that they will have the support of the appropriate authorities both in the city and the state. Many groups and forces must be joined in a common the state. Many groups and forces must be joined of dealing mid continuing effort to help improve our methods of dealing with the anti-social behavior patterns of many of our

It is only fitting that I should mention the great pride that high school teachers and principals rightly have in the work, the con-

_HIGH POINTS [April, 1954] duct, and the achievements of the great majority of boys and girls who are presently in our high schools, and who have graduated in the past. Teachers and principals are sincerely disturbed lest concentrated, and at times sensational, attention directed toward a few should blind us to the splendid records and characters of the many. It is regrettable that public discussions of this problem fail to emphasize that which is not "news," but which is tremendously significant and encouraging—namely that the overwhelming majority of secondary school pupils are fine, normal citizens, a credit to their parents, their school, and their community. "Public opinion" is grossly in error when it generalizes from the misdeeds of a relatively small number, and unthinkingly applies a label to a group. "Juvenile delinquency" is a lamentable fact, but the overwhelming majority of juveniles are not delinquent. Adult delinquency is also a lamentable fact. In too many instances the actions of adults powerfully and directly contribute to the delinquency of youth. Adults, rather than youth, are responsible for the moral tone of the society in which we live.

The great concern of teachers and principals is always to strive to do a better job for all the children than they have yet done. Otherwise this Report would never have been prepared.

> WILLIAM JANSEN Superintendent of Schools

The Committee's Report

DELINQUENCY IS BECOMING A PROBLEM OF INCREAS-ING MAGNITUDE IN THE SECONDARY SCHOOLS OF OUR CITY.

It seems to most persons working with adolescent youth that delinquency is on the increase at the present time. Courts find themselves forced to rule on cases of delinquent youth where, to any observer and to the courts themselves, the obvious disposition of the case should be institutional care of some sort—only to be faced with the fact that there is no space in an appropriate institution for the placement of these young people who need special treatment or training not provided by the existing facilities of the

This Committee's study is concerned not only with delinquents as legally interpreted but more essentially with pupils whose gross misbehavior in school interferes with the effective education of the vast mass of normal, serious-minded students. School authorities are compelled to devote a constantly larger amount of time to dealing, in many cases ineffectually, with these young offenders. Classroom teachers are harried by the increase in the behavior problems they face in their classes, the lessening respect of students for school authorities, and the pressures created by being forced to deal with classes far in excess of ideal class size. Parenthetically, it might be noted that secondary school teachers find these problems all the more difficult because of the economic pressures created by salary adjustments inadequate to keep pace with rising living costs. School administrators, too, are finding that increasing amounts of their time must be spent in dealing with behavior problems at the expense of the supervision of instruction, curriculum revision, and the administration of the school in the interests of the great majority of the pupils who are earnest, wellmeaning, and cooperative.

The problem of delinquency in the secondary schools centers in a relatively small group of pupils, whom, for a variety of reasons at teasons, the schools cannot interest, even though they have modified their fied their courses and exhausted available guidance facilities. Many of these pupils are in the fifteen-year age group and await the school-leaving age of sixteen. These children provide most of the truancy of the serious thuancy, most of the overt incidents, and most of the serious delingues. delinquency in the school. Because of the time that must of necessity be described by this relasity be devoted to the handling of problems created by this relatively small tively small group of pupils, the teaching and guidance time available to group of pupils, the teaching and guidance time available to normal, well-meaning pupils is lessened. All schools

——HIGH POINTS [April, 1954] have some of these problem pupils; some have many. When the number of these pupils becomes excessive the school develops into a problem school and its educational program suffers. With this dissipation of the efforts of the faculty, the reputation of the school suffers in the eyes of the community, and the parents often attempt to by-pass it and send their children to more favored schools or to private schools, thereby further downgrading the school affected.

It was the growing awareness of the seriousness of the problems created by the increasing numbers of these problem pupils in our secondary schools that impelled a number of studies, the most recent of which was the Delinquency Report of the High School Principals Association, released in the spring of 1952.

A COMMITTEE, APPOINTED BY THE SUPERINTENDENT OF SCHOOLS, WAS CHARGED WITH THE RESPONSI-BILITY FOR MAKING A STUDY OF THE DELINQUENCY PROBLEM IN THE SECONDARY SCHOOLS.

In September, 1952, Dr. C. Frederick Pertsch, Associate Superintendent in Charge of the Academic and Vocational High Schools, announced the appointment of a committee of principals to study the problem of delinquency in the secondary schools and report to the Superintendent of Schools. This Committee, as an nounced, was composed of the following: Jacob L. Bernstein, Midwood High School; William J. Fitzpatrick, Woodrow Wilson Vocational High School; Marion D. Jewell, Julia Richman High School; Samuel D. Moskowitz, Bayside High School; Mildred C. Pascale, Queens Vocational High School; Louis A. Schuker, Manual Training High School; Harry E. Wolfson, William H. Maxwell Vocational High School; Maurice D. Hopkins, Jamaica High School, Chairman.

During the school year 1952-53 the Committee met fourteen times with practically full attendance by Committee members. The activities of the Committee included the following:

1. Consideration of numerous case studies of problem pupils and the formulation of a composite "problem pupil" from these cases.

REPORT ON DELINQUENCY— Conferences with individuals and groups who could advise Conferences with marving and groups with could advise the Committee on various aspects of its work. Such contains the following the following held with the following the following held with the following the foll the Committee on various aspects of its work. Such ferences were held with the following individuals:

An initial conference with all of the Superintendents of the Academic and Vocational High School Divisions Two extended conferences with Dr. William Jansen

Mr. Arthur Clinton, Director of the Bureau of Attendance

Dr. Jean Thompson, Director of Bureau of Child Guidance

Mrs. Lillian Rashkis, In Charge of "600" School Program

Dr. Morris Krugman, Assistant Superintendent in Charge of Guidance

Justice John Warren Hill, Presiding Justice, Court of Domestic Relations

Mr. Edward Corsi, Industrial Commissioner of State of New York

Mr. Ralph Whelan, Executive Director of New York City Youth Board

3. Visits to the following custodial institutions:

New York State Training School for Boys, Warwick, N. Y.

New York State Training School for Girls, Hudson, N. Y.

Children's Village, Dobbs Ferry, N. Y.

Girls' Camp, Welfare Island

In addition to these visits made specifically for the work of the Committee, reports were made on earlier visits by Committee members to Lincoln Hall.

- 4. Visits to the following "600" schools: 611 Queens, 612 Manhattan, 613 Brooklyn, 613 Man-
- 5. Detailed consideration and evaluation of the Youth Board Program at Morris High School.

- HIGH POINTS [April, 1954] 6. Communication with the following cities to determine their approaches to the delinquency problem: Los Angeles, De approaches to the demiquency problem. Los Angeles, Detroit, Philadelphia, Chicago, Pittsburgh, Buffalo, Boston, and Cleveland. In addition to written communication with these cities, one of the members of the Committee visited
- 7. Three meetings devoted to discussion of tentative conclu-

During the school year 1953-1954, the Committee met six times and its activities included the following:

- 1. Conference with representatives of parents and community groups. These representatives included the following:
 - J. Frank Cohen, representing Citizens Committee on
 - Mrs. Francis Heidl, representing Queensboro Federation of
 - Mrs. Ruth Lasse, representing National Congress of Parents and Teachers
 - Mrs. Nora McFadden, representing Brooklyn Federation of Mothers Clubs
 - Mrs. J. C. Palmer, representing Public Education Associa-
 - Mrs. Ralph Perkins, representing Staten Island Federation of Mothers Clubs
- Mrs. Ada Zakin, representing United Parents Association
- 2. Conference with representatives of employers. Present at this conference were:
 - Mrs. Grace Bamonte, Vice President and Personnel Director, B. Altman
 - Mr. Robert Hershey, Personnel Director of Maspeth Plant Bulova Watch Company

- REPORT ON DELINQUENCY___ Mr. J. R. Jansen, Personnel Director, Cities Service Corpo-Mr. Alfred Waller, Personnel Director, Metropolitan Life Insurance Company
 - Conference with representative of organized labor:
 - Mrs. Betty Hawley Donnelly, representing Central Trades and Labor Council, A. F. of L.
 - 4 Conference with Hon. Henry L. McCarthy, Welfare Commissioner of the City of New York, and Crystal M. Potter. Deputy Welfare Commissioner.
- 5. Discussion of tentative conclusions and formulation of the final draft of the Committee's report.

A STUDY OF NUMEROUS CASES OF DELINQUENCY IN THE SECONDARY SCHOOLS SHOWS THAT WHILE PUPILS HAVE DIFFERENT INDIVIDUAL AND SPECIFIC PROBLEMS, A DISCERNIBLE PATTERN OF DELIN-QUENCY IS RECOGNIZABLE.

The Superintendent's Committee on Delinquency is conscious of the fact that adolescence is a period of sturm und drang, of physical, glandular, and emotional change, of upheaval and turmoil. It recognizes the need of the mental hygiene approach and of assisting youngsters to grow into happy, useful, and responsible citizens. The schools recognize that a hostile or punitive approach toward male. toward maladjusted children is not educationally sound. It is the school's function to make every effort to guide disturbed youngsters, to coordinate the services of social agencies, to individualize ptograms, to create special classes if feasible, to assign sympathetic personnel personnel, and to adjust curriculum. In every high school every Year there are scores of difficult behavior cases for whom the school achieves a successful adjustment.

This Committee, however, was concerned with those problem

children for whom the high schools are unable to effect an adjust. _HIGH POINTS [April, 1954] ment after having exhausted available administrative and guidance ment after having exhausted available administrative and guidance services and techniques. The Committee found that although these pupils constitute only a very small percentage of the total schools has been in the high schools has been in pupils constitute only a very small percentage of the total school population, their number in the high schools has been increasing —and that they consume a disproportionately large percentage of the time and energy of school personnel. In some high schools the problems created by this small group of delinquents require so much administrative and guidance time that little can be given to

The problem of delinquency is more acute in the high schools than in the lower schools, not only because the pupils are older, but because, in the permissive atmosphere of the modern high school, several thousand pupils move about freely in a large building approximately every forty minutes. Furthermore, under the mosaic programming that prevails, pupils do not move in class groups but follow individual programs. Under such conditions a small number of troubled and troublesome youths can engage in anti-social acts with the hope that they will not be apprehended

Each member of the Committee presented numerous case studies of problem pupils for whom no adequate adjustment had been found. These case studies, representing schools in different parts of the city, seemed to indicate that socio-economic status was not a major factor in school delinquency. The intellectual ability of pupils also seemed relatively unimportant, since the case studies included average, below-average, and above-average I.Q.'s. Most of these youngsters had been recognized as problem children on the lower school levels. In most of the studies submitted there had been innumerable interviews with each youngster, with the parents, and with social agencies. There had been program adjustments and sympathetic attention by expert teachers and counselors.

The case histories submitted by the members of the Committee described a wide range of reckless, irresponsible, and anti-social behavior, with instances of violence, extortion, gang fights, and threats of bodily harm. There was vandalism against school property, private property, and pupils' personal possessions; there were theft, forgery, obscenity, and vulgarity; there was non-conformity pschool rules, evidenced by the disruption of classes, the throwo school rules, evidence of the turning on of gas, interference with fire drills, ing of food, the turning on cutting. ing well as truancy and cutting.

In many instances, the pupils were able in individual confer-In many instances, and to promise to mend their ences to recognize their wrongdoing and to promise to mend their ences to recognize the lacked self-control to follow through. These young ways, Dul they make to control their rebellious, aggressive, and people well state with the point of the poin mostile recining a complex matter and the resultant of many complicated causes. It was clear to our Committee that by the time certain wouths reach the secondary level (perhaps less than one per cent of those in the high schools), they have been so bruised by the interplay of many factors—mental and emotional disturbances. family disintegration, underprivileged environment, community tensions—that they can no longer be dealt with in a normal way. Their attitude toward adults, school personnel, and authority in general is frequently marked by suspicion, non-cooperation, sullenness, and even defiance. They do not seem to respond to the usual school stimuli, to constructive recreational facilities, to generous and friendly teachers. It has been difficult to fascinate or challenge them, no matter how the high school curriculum has been

These troubled youths help to breed a rebellious disrespect for persons and property in a widening circle of adolescent acquaintances who are susceptible to their influence. Thus a small nucleus is capable of seriously interfering with the effectiveness of the high school program.

BECAUSE DELINQUENCY IN THE SECONDARY SCHOOLS
IS THE DESCRIPTION AMANY-IS THE RESULT OF A NUMBER OF FACTORS, A MANY-SIDED APPROACH TO THE SOLUTION OF THE PROBLEM

In the judgment of the Committee the present increase in the number of the Committee the present increase and principally the problem pupils in the secondary schools is due principally to five conditions:

- _HIGH POINTS [April, 1934] 1. The anxieties and insecurities of the world scene have upset The anxieties and are reflected in all the institutions of
- 2. The continuous-progress promotion policies of the elementary schools bring to the secondary schools more of these pupils than formerly and for a longer period of time.
- 3. Despite widespread modifications of the curriculum and the adoption of many new courses of study, the interests of these pupils have not been challenged sufficiently to enable them to succeed in their secondary school work. This frustration leads to behavior problems.
- 4. Guidance facilities in the secondary schools are so limited and the case loads of advisers so heavy, that only meager personal advisement is possible. There is very little or no chance for the continuous attention and opportunity that these disturbed pupils need.
- 5. Because of the limited facilities for custodial care of juvenile delinquents, the courts are forced to return many of them to the secondary schools, where they provide an unwholesome influence.

Since the Committee recognizes the obligation of the high school to provide for all youth of the secondary school age, it follows that the Committee believes that continued efforts must be made to provide appropriate courses of study and adequate guidance for this problem group of pupils, but it also recognizes the obligations of the schools to the serious, well-adjusted, cooperative pupils. At present, secondary school organizations and budgets are geared primarily to meeting the needs of this latter group. When school personnel is utilized for meeting the extraordinary guidance and curricular needs of the problem group, this time is diverted from that available for meeting the needs of normal pupils. If an adequate job is to be done for both groups of pupils, it is obvious that it will involve additional costs. The fact is inescapable that the implementation of the recommendations of this Committee will cost money.

RECOMMENDATIONS OF THE COMMITTEE REPORT ON DELINQUENCY—

In the Area of Guidance—It is the belief of the Committee In the Area of the problems of maladjustment and behavior that many of the property would be eliminated if adequate guidance of all secondary would be eminiated in an accordary school pupils were available. Greater knowledge of students' backgrounds, interests, ambitions, and problems, and correct backgrounds, interest in implementing this knowledge would result in fewer misfits and fewer poorly adjusted pupils.

1.1 Recommendation—That guidance programs be extended to cover adequately the educational, personal, and vocational areas. The allotment of staff for guidance services should be increased for every high school so that the caseloads of counselors may be decreased.

Memorandum—At the present time in the secondary schools a fairly adequate job is being done in advising the pupils concerning their courses and programs in high school. This service is available to students through the grade adviser system. The typical grade adviser is relieved of one teaching assignment, an official class, and a building assignment, in return for which he is responsible for the educational advisement of 400 or more students. Obviously this case load is too heavy to permit of much more than routine assistance with the planning of the students' programs. In most of the academic high schools there is a college and scholarship adviser who, for a similar allowance, assists students in the selection of, and application to, colleges, and in applying for and competing for scholarship assistance. In some high schools there is a counselor who assists students by giving vocational guidance and in securing jobs.

The Committee feels that if maladjustments and delinquency are to be minimized, more extensive guidance facilities are essential. The educational guidance available more able under the grade adviser system must be made more effective by the reduction of the case loads of advisers to a point where real guidance of individuals is possible.

This would mean a case load of no more than 200 pupils to an adviser if the present schedule of allowances is reto an adviser it the perfect should have the services of a college adviser, and all secondary school pupils should have available the services of a vocational guidance counselor qualified to give vocational aptitude tests and to interpret the results of these tests, and a placement counselor to assist pupils in securing after-school jobs and satisfactory jobs on leaving school or after graduation.

1.2 Recommendation — That psychological and psychiatric services be made readily available to all secondary schools. That these services be assigned to individual schools or groups of schools so that long delays in securing psychological or psychiatric examination may be obviated. Further, that those pupils requiring special psychological or psychiatric treatment be screened and be referred promptly to community agencies where such treatment can be secured.

Memorandum—It is very difficult to secure the assistance of the Bureau of Child Guidance because of the limited staff and the demands for their services. There are long delays before the services of this Bureau can be secured. Except in a few extreme instances, the backlog of cases makes the important services of this Bureau practically unavailable to secondary school pupils. Where pupils are given psychological or psychiatric examinations by the Bureau of Child Guidance the only outcome, in most cases, is a confidential report to the principal with little or no provision for treatment and follow-up.

All secondary schools should have available, without long delays, the services of trained psychologists and psychiatrists to whom disturbed pupils may be sent for examination, treatment, or referral to some appropriate community agency where treatment can be obtained.

2. In the Area of Curriculum—It is the belief of the Committee that many of the behavior problems in the secondary schools stem from a lack of interest in school work. In many other REPORT ON DELINQUENCY oses, pupils are unable to cope with the difficulty of the work in the secondary schools. Whether the failure is due to lack of in the secondary schools. Whether the failure is due to lack of ability is relatively unimportant for this interest or to lack of ability is relatively unimportant for this interest or to lack of about 10 this study, since in either case it leads to frustrations and resentstudy, since in the school and the system of education of which the school is a part. This, in many instances, leads to behavior the school is a partial and delinquency. A basic approach to the problems, truster, should be a re-examination of the production to determine its appropriateness and effectiveness in meeting the needs of pupils who are potential problems.

2.1 Recommendation—That the number of CRMD classes (that is, classes for Children with Retarded Mental Development, which are taught by specially licensed personnel) at the secondary school level should be increased to provide for one or more classes in schools having eighteen or more pupils who meet CRMD standards.

Memorandum—In the secondary schools there are relatively few CRMD classes and many of the secondary schools have no provision for this type of pupil. Products of the CRMD classes at the elementary level enter our secondary schools where we have no adequate provision for pupils of their limited ability and preparation. Furthermore, many pupils who would have profited by CRMD treatment at the elementary school level were unable to receive it because of the limited facilities provided. When these pupils reach high school, failure and frustration are the obvious outcomes, and these frustrations lead to behavior problems in the school and possible to behavior problems. sibly to serious delinquency. To avoid this cause of delinquency, there should be a CRMD class in every secondary school which has at least eighteen pupils who meet the standards for admission to such classes. In every case where a pupil of CRMD ability applies for admission to a school which lacks a CRMD class, his application should be transferred to the nearest school which can meet his needs through the CRMD program.

_HIGH POINTS [April, 1954] 2.2 Recommendation—That there be a re-examination of the present practices for secondary inter-school transfers to the end that better pupil school placement be achieved.

Memorandum—Under our present system it is very difficult for a pupil who is a misfit in a given school to transfer to a school which better meets his needs. This is particularly true of transfers from one Division to another (that is from an academic high school to a vocational high school) but it might well be equally true of transfers from one type of school to one of a different type within the same Division. Guidance counselors frequently suggest to pupils who are floundering in a course for which they are not suited by ability or interest, that they transfer to a school offering a type of course for which the student professes an interest, only to find that the school which the pupil wishes to enter rejects him because of his poor record. This has the effect of making final and irrevocable the pupil's choice of course and school that he elected while still in elementary school. Frequently guidance in the high school would indicate the wisdom of a change of course or even of school. When appropriate guidance practices indicate this to be the case, the change should be possible. The Committee is not in favor of encouraging problem pupils to flit from one school to another, sampling work here and there, nor does the Committee feel that disciplinary transfers are effective in many cases. However, where responsible guidance counselors, utilizing good and complete guidance practices and methods, feel that a transfer is desirable, it should be possible.

2.3 Recommendation—That the remedial reading and arithmetic programs at the secondary school level should be extended to reduce these disabilities where possible.

Memorandum—The Committee is aware of the fact that many pupils come into the secondary schools deficient, in relation to their mental ability, in reading and/or arithmetic skills. Since this is the situation, it is the obligation REPORT ON DELINQUENCYof the secondary school to meet the pupil at the level of of the secondary has attained and to provide remedial courses to bring him up as quickly as possible to the level of skill which he is capable of attaining. Much of the or skill the secondary schools is due to the inadequacy of pupils' skills in these areas. Teacher time should be made available to all secondary schools for the discovery of pupils needing this type of remedial work and for classes in which these deficiencies can be eliminated. All secondary schools should be urged to re-examine their remedial programs and to expand them where they are not adequately meeting the need for this type of work.

- 2.4 Recommendation—That the amount of departmentalization be reduced for some children:
 - 2.4.1 That a general academic subjects license be established to assure trained teachers for these children.
 - 2.4.2 That time for curriculum preparation and guidance follow-up be increased for these teachers of special groups.
 - 2.4.3 That the need for more research and experimentation in curriculum methods and materials for these pupils be recognized and met.

Memorandum—While the Committee is not ready to give its complete endorsement to the "core program" for all pupils, nevertheless it feels that this program has pointed the way to one approach to provision for problem pupils. Reducing the amount of departmentalization provides the opportunity for better understanding and more personal guidance for pupils because teachers meet fewer pupils for longer periods of time and can, therefore, come to know the pupils and their needs better, and individualize the instruction to meet these needs. In some schools the recruitment of teachers for these classes has been difficult because of the lack of familiarity with the "Core program" by most of our teachers. Those who have undertaken to teach the "core classes" have had to feel

_HIGH POINTS [April, 1954] their way and have made valuable contributions to edu. cational experience through their experimentation. Since the Committee feels that the "core program" has value for some of these problem pupils, the Committee's recommendations in this area are pointed toward the implementation of the program by training teachers for participation in the program and by allowing time for the personal guidance which is one of the principal merits of the program, and for the preparation of, and experimentation with, curriculum materials.

- 3. In the Area of Work Experience—The Committee concurs with most educational authorities that some form of work experience should be part of the education of most young people. The Committee has examined, in some detail, experiences of the members of the Committee in whose schools the cooperative course is currently functioning and, on a basis of these experiences, concludes that work experience provides a partial answer to the problem of the prevention of delinquency in the secondary schools. Numerous instances were brought to the attention of the Committee where problem pupils have achieved a satisfactory adjustment through some form of work experience. As pupils approach the school-leaving age with indifferent success in school, there is frequently an impelling urge to work and the satisfaction of this urge through parttime work experience makes the stay in school more palatable and prevents the development of behavior problems. The recommendations of the Committee in the area of work experience are aimed at facilitating the satisfaction of this desire for gainful employment on the part of potential or actual problem pupils.
 - 3.1 Recommendation That work-experience and workstudy programs be extended for many more pupils. There should be increased flexibility in adjusting programs to provide for after-school employment in cases where improved guidance services find this desirable.

Memorandum — At present the cooperative course is operating in a limited number of our high schools, but REPORT ON DELINQUENCYthere are several limitations on its effectiveness as a there are seventing delinquency in our schools. In the means of providing first place, the cooperative course is not currently available in all secondary schools. The Committee recommends its extension. In the second place, under existing policies, members of the cooperative course are, to some policies, included group, and sub-standard and problem pupils are not included. The reason for this is obvious in that the administrators of the cooperative program do not wish to jeopardize the placement of future members of the course by sending to employers pupils who are likely to be unsatisfactory employees. The Committee feels that with proper guidance a limited number of these problem pupils might be incorporated in the cooperative program.

> In many of our schools the time schedule is such that it is very difficult for pupils to hold after-school jobs because of the lateness of the ending of the regular school day. In cases of pupils to whom the cooperative course is not available the Committee feels that, where adequate guidance indicates the desirability of after-school work, the pupil's program should be adjusted or shortened to make such after-school work possible.

3.2 Recommendation—That school credit be given for supervised part-time job experience.

Memorandum—Some provision is made currently for school credit for work experience under the cooperative course. It is also the present practice to give school credit for work done on farms during the summer vacation under the Farm Cadet program, if such work has been done in a satisfactory manner. The Committee feels that some provision should be made for the supervision of pupils Working after school and some evaluation made of the quality of the work. Where such evaluation indicates that satisfactory service has been rendered, and that the work experience is educational experience as well, the Committee feels that school credit should be given, with

3.3 Recommendation—That the compulsory education law be amended in the matter of continuation school attend. ance so that such attendance as is now mandated be eliminated and in its place there be substituted a program of guidance and follow-up of sixteen-year-olds who may

Memorandum — Many of the problem pupils in the secondary schools are past fifteen years of age and are awaiting their sixteenth birthday so that they may leave school for work. The Committee is concerned with the continuation school law because to a large extent its provisions prevent sixteen-year-olds from obtaining employment under conditions where work experiences may prove beneficial to problem children. If they are unable to secure jobs, these pupils must remain in school where their resentment is expressed in even more serious maladjusted behavior.

Without attempting to offer a definitive evaluation of the continuation schools as they are now operating, the Committee feels that some changes are warranted. It is believed that these schools were organized under conditions which no longer prevail, both in the world of work and in education. It is questionable whether the four hours a week of compulsory attendance is achieving its purpose despite the well-intentioned efforts of those who are responsible for its administration. Such attendance is unpopular with the pupils, with the public, and with business and industry. Furthermore, it is difficult to enforce this law in the courts.

The Committee believes that a "bridging of the gap" can be achieved, for these children who leave school, more effectively by an organized guidance program which eliminates daytime school attendance and which provides opportunities for other forms of youth education with provisions for follow-up on the job.

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3.4 Recommendation—That appropriate steps be taken so that Section 3218 of the Education Law* may be applied more frequently to the very limited number of pupils who cannot or will not benefit by formal education. In cases where this section is utilized, the following conditions should prevail:

- 1. The pupil should be willing and able to work, and a job should be available.
- 2. The recommendation that the child cannot benefit by the formal school program should be made after investigation by the Bureau of Child Guidance.
- 3. An agency of the Board of Education should supervise the fifteen-year-olds who are working.

Memorandum—The 1952 Delinquency Report of the High School Principals Association has suggested, as a major recommendation for the elimination of delinquency in the high schools, the implementation of Section 3218 of the State Education Law, which would permit certain fifteen-year-olds who can no longer profit by formal instruction, to leave school under a special employment certificate issued under regulations imposed by the New York State Commissioner of Education and the Industrial Commissioner of the State of New York. When the Committee conferred with Industrial Commissioner Corsi, he stated that he had, at no time, pro-

Section 3218 of the State Education Law reads as follows:

^{1.} A special employment certificate may be issued to a minor found to be incapable of processing the upon compliance incapable of profiting by further instruction available upon compliance with the same with the same requirements as in the case of a standard employment certificate except the requirements as in the case of a standard employment.

certificate except that a schooling record shall not be required. The fact that a minor is incapable of profiting from further instruction available shall be a like the specified in the available shall be determined in such manner as may be specified in the regulations of the industrial commissioner and the commissioner of

^{3.} A special employment certificate shall not authorize the employment of minor in or in o a minor in or in connection with or for a factory.

The Committee further feels that an agency, along the lines of that recommended as a substitute for the continuation schools, should be established to supervise the very limited number of fifteen-year-olds who can qualify and who might be working under the implemented provisions of this section of the law. Very careful supervision should be maintained over these young workers.

Satisfactory School Citizenship as a Prerequisite for Continuance of Welfare Aid-Most of the pupils who are not interested in school and who become problems eliminate themselves as soon as they reach the age of sixteen, when they may apply for working certificates and leave school. In fact, many such pupils are just marking time until they reach the important sixteenth birthday. The parents of these pupils, too, are waiting for the school-leaving age so that they will no longer be bothered by the school authorities in connection with problems in which their boys and girls become involved in school. There are some notable exceptions to this pattern in the case of some problem pupils in families receiving welfare aid. In these cases the parents are loath to take the pupils out of school, despite completely unsatisfactory records of behavior and achievement, because of the fear that such action would result in the termination of the welfare aid which is being REPORT ON DELINQUENCY_ poki the family. In these cases where the pupil is able received by the family to work, continuance in sale received by the pupil is able received py the pupil is able and often anxious to work, continuance in school creates read often which result in problem behavior and often annual result in problem behavior of a serious sentments which result in problem behavior of a serious

4.1 Recommendation—That a satisfactory record of school citizenship and reasonable scholastic progress be required for continuance in school of sixteen-year-olds whose families receive welfare aid.

Memorandum-The Committee feels that there is a double waste of city funds where this situation exists, in that the welfare grant is partially unnecessary if the pupil is permitted to work, and that the problem behavior creates added costs in teacher time spent in dealing with the problems. Of course, there are many well-intentioned, well-behaved, and studious young people who are members of families receiving welfare aid, and certainly these young people should have every opportunity to secure the best education possible. But where no progress is being made in school, and especially where problem behavior exists, sixteen-year-olds should not be encouraged to remain in school merely to maintain the basis for welfare aid. A working arrangement should be negotiated with the Welfare Department whereby pupils over sixteen who come from families receiving welfare aid and who are accomplishing nothing in school but are remaining there to assure the continuance of the welfare grant, would be advised and guided into gainful employment by the Welfare Department. In the conference with the mittee that acceptance of gainful employment by an eligible chil acceptance of gainful employment by an eligible child from a family receiving welfare aid would not reduced a reclassinot reduce the family income but might cause a reclassification of all children to fication of the case from "Aid to Dependent Children" to "Home Police". "Home Relief." In the conference with the Committee, the Walf. the Welfare Commissioner agreed to have case workers discuss with the whose discuss with the families of problem children whose names are names are referred to the local welfare office by the schools the ferred to the local welfare office by the schools, the financial arrangement that would be pos_HIGH POINTS [April, 1954]

sible were the child to leave school after the age of six. teen for gainful employment.

4.2 Recommendation—That the Department of Public Welfare follow up the schools' reports on such children.

Memorandum-From time to time the schools receive inquiries from the Welfare Department concerning the school work, attendance, and attitudes of children from families receiving welfare aid. These are regularly filled out by the schools, as requested, but there is no evidence of adequate follow-up by the Welfare Department, even in the case of the most damaging reports. The Committee feels that an appropriate follow-up of these reports can be of great help to the schools in dealing with problem pupils, and in many cases such a follow-up would enable the Welfare Department to understand the family situation better.

5. The "600" School Program* — There are cases where the

5. A school in Riverside Hospital for the treatment of narcotic users. Prior to admission to "600" schools, children are carefully studied and screened by the Bureau of Child Guidance and other child-caring agencies so that the school may have a full picture of each child's family and neighborhood background, as well as of his abilities, capacities, and interests.

The classes are smaller than those in regular schools. The teachers are carefully selected. Teachers' efforts are in the direction of relieving children's tensions and of dren's tensions caused by school, family, and community pressures and of creating a class atmosphere that tends to lessen anxieties, fear of adults, and dread of failure.

REPORT ON DELINQUENCY_ schools have exhausted available guidance facilities and have schools nave and have utilized the modifications of courses available. Nevertheless, utilized the create disturbances and engage in anti-social besome pupils and the point where the instructional program of the havior to the rest of the student body. Thus an school is jeopardized for the rest of the student body. school is propulate amount of teacher time is devoted to the problems inordinate amount of morumate pupils. In most such cases these pupils are ffeen years of age and cannot leave school to seek employment. It is this group that creates the most serious delinquency in the secondary schools. These pupils seem to be unable to function in the permissive, democratic atmosphere of the large high school. For the good of the student body as a whole, these pupils should be removed to an atmosphere of more direct controls. The "600" school program at the elementary school level provides such an atmosphere. In these schools classes are small, and supervision and controls over pupils are direct. It has been the experience of the "600" schools that many pupils who have been unable to function in the permissive atmosphere of the large school find themselves and make a satisfactory adjustment in the much smaller "600" school. In any event these troublesome pupils are placed so that they do not interfere with the educational program for the normal adolescent.

This type of pupil should be transferred from our large high schools but there are no schools of the "600" type to which they can be admitted. The Committee feels that in the extension of the "600" school program to the secondary level lies the most promising immediate solution to the problem of what to do with the delinquents of secondary school age whom the existing facilities of the high schools are unable to challenge and lenge and who are disrupting our instructional programs.

5.1 Recommendation—Because of the success of the "600" schools schools at the elementary school level, it is recommended that the that the tenth year be added to this program and that provision be made to admit problem pupils from second-aty school ary schools to the ninth and tenth years, either in existing "600" ing "600" schools or in new schools (one or more for each borough) for these age groups.

^{*}The "600" schools were organized in 1947 for the treatment and rehabilitation of children with grave personality and behavior problems. They consist of:

^{1.} Day schools for boys from 9 to 16 years of age with I.Q.'s of 75

^{2.} Schools in psychiatric hospitals for children with severe emotional disturbances.

^{3.} Schools in institutions for emotionally disturbed boys and girls.

^{4.} Schools in Remand Centers-for boys and girls-where children receive instruction while their cases are being adjudicated by the Children's Courts.

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Memorandum—At present the "600" schools are organ. ized through the ninth year, but no pupils are admitted directly into the ninth year from junior and senior high schools. Rather the ninth year is limited to pupils who have come up through the "600" school program and who are not ready to return to a normal school situation. The Committee feels that it is imperative that a tenth year be added to the "600" school program and that pupils under sixteen years of age be admitted to these schools directly from our high schools. This would remove from the secondary schools many of the delinquents with whom we are currently unable to deal, thereby enabling the high schools to do the work for which they are intended.

5.2 Recommendation—That provision be made in schools of the "600" type for problem girls of ages fourteen to fifteen.

Memorandum-In its conferences with various authorities the Committee found general acceptance of the advisability of the "600" type school for some secondary school boys, but these authorities were divided on the advisability of segregating problem girls in similar schools. Opposition to the idea of "600" schools for girls seems to center around the following ideas:

- 1. While the public is willing to have boys considered as "bad" boys, it is loath to have girls considered as "bad" girls.
- 2. In the case of girls, assignment to special schools carries with it, in the public's eyes, a connotation of sexual offense.
- 3. Undesirable boys might be inclined to congregate around such schools and thereby create additional problems.

While the Committee recognizes the validity of some of these objections, it is not prepared to accept them as conREPORT ON DELINQUENCY clusive, and feels that there must be some provision for clusive, and this problem type of girl from the normal transferring to the presence of these girls poses the school situation, for the presence of these girls poses the same dilemma of disruption of instruction in our high same uncommon schools as does the presence of problem boys. In support schools as the support of schools of this type for girls, of its position in favor of schools of this type for girls, of the Committee would like to submit the experience of the City of Philadelphia and its Oliver Cornman School and the City of Los Angeles with its Cambria, Garden Gate, and Ramona Schools, all of which are for problem girls. Pointed inquiry to these schools failed to bring out evidence to support the seriousness or soundness of the objections, mentioned by local school authorities, to schools for problem girls. The Committee feels that the establishment of schools of the "600" type is an essential feature of any comprehensive program to eliminate delinquency from the secondary schools of our city.

5.3 Recommendation—That provision be made for return of recidivists to "600" schools, if necessary.

Memorandum—The Committee feels that the return to normal schools of pupils who have been admitted to "600" schools and who, as a result of the training received there, have shown indications of being able to operate in a normal school situation, should be made reasonably easy. The Committee also feels that where a student has been returned to a normal school situation and has been unable to make the adjustment to the large school and the more permissive atmosphere, the return to the "600" school should be possible and prompt.

6. Custodial Institutions—As has been indicated in connection with other is a very with other recommendations of the Committee, there is a very small grown are unable small group of pupils whose interests the schools are unable to challenge of pupils whose interests the schools are unable to challenge despite the use of all the guidance facilities and curriculum. curriculum modifications that are available. Some of this group develop into develop into serious behavior problems and hamper the edu-cational processing the cational problems are available. Some of cational program of the school for normal pupils. In some of these cases the these cases the solution would seem to be the removal of the

pupil from a normal school situation to a school of the "600" type. In a limited number of other cases there seems to be no possibility of salvaging the pupils if they remain in their existing home environments. These pupils should be removed not only from a normal school situation but from their home environments as well. For these pupils there seems to be the need for a parental or custodial school where the pupil will experience a different home environment and receive therapeutic treatment if it is needed.

6.1 Recommendation—That parental or custodial schools for pupils whose family situations are unsatisfactory or whose problems require special therapeutic treatment be established.

Memorandum-Most of the educational authorities with whom the Committee conferred agreed that there is a need for a custodial institution of this sort, but they are not in agreement as to the function of such an institution. One point of view visualizes such an institution as a place for children whose home environments are hopelessly bad and from which they should be removed. This point of view would visualize this institution as a home where these children would experience a good environment without any particular attempt at therapeutic treatment. The other point of view considers a custodial institution necessary to render therapeutic treatment where such treatment is impossible or likely to be negated with the pupil living at home. The Committee recognizes the merit of both of these points of view and considers a custodial institution necessary to meet both of these needs. In making the recommendation for a parental school or custodial institution, the Committee is aware of the objections to the parental school once operated by the Board of Education. It is also aware of the cost of maintaining children in an institution of this type where the cost would probably be comparable to the cost of maintaining a child in one of the New York State Training Schools, or about \$2,600.00 per year. Despite these objections the Committee strongly REPORT ON DELINQUENCYbelieves that there are some behavior cases where the believes and fruitful approach seems to be the oronly realistation and adequate staffing of some type of "parental" or "custodial" institution.

- 7. Necessary Legislative Enactments There are a few areas where the Committee feels existing legislation is inadequate to protect the schools and to enable school administrators to deal effectively with the problem of delinquency. The Committee would request the Superintendent of Schools to direct the Law Secretary to draft necessary legislation and to press for its enactment.
 - 7.1 Recommendation—That since existing legislation is inadequate to protect the schools from invasions by outsiders for purposes of malicious mischief or loitering, more adequate legislation should be prepared to protect the schools against this potential hazard. This legislation should make it an offense for a person to be loitering on school property when not there on some particular business related to the school.

Memorandum — Legislation is needed to protect the schools against invasions by persons not members of the student body. There seems to be a tendency for mentally unbalanced persons and teen-age hoodlums to visit and hang around school buildings, loitering in halls, lunchrooms, and lavatories, smoking in lavatories, peering into classrooms, causing disturbances, molesting students, etc. The Committee was told by the Presiding Justice of the Court of Domestic Relations that there is currently no legislation to protect the schools against this type of hanger-on. Only when an overt act has been committed by these outsiders have the schools any legal recourse, and even in cases where such acts have been committed, charges can be substantiated only if the principal or the person making the charge actually witnessed the act committed. The mitted. There is an instance of the invasion of a school by a page. by a gang, with a fight ensuing, where arrests of the outsiders were made in the school, only to have the case thrown out because the principal who made the charge did not see the actual fight. This type of situation encourages the worst form of delinquency and leaves the schools without any legal recourse. Legislation is needed, making it an offense for a person to be found loitering on school grounds unless he has some specific business

7.2 Recommendation—That parental responsibility for pupil offenders be emphasized in the law.

Memorandum-Legislation is needed to emphasize parental responsibility. At times when a student is involved in some problem in school and a conference with a parent is necessary, it is impossible to secure such a conference or it is possible to secure it only after a long delay and repeated requests. During these delays the student either is under temporary suspension or is trading on his parent's recalcitrance to engage in further offenses against the school. Legislation should permit a principal to summon a parent to school with all the force of a subpoena. This problem of inability to secure a conference with a guardian is particularly acute in the case of pupils placed in foster homes by some child-caring institution, and any proposed legislation should provide for this situation. The Committee also feels that legislation in the area of parental responsibility should include responsibility for proved vandalism committed by a pupil against school property.

8. Teacher Training—The teacher-training program which currently provides the staffs for the secondary schools is geared to preparing the young teacher for dealing with normal pupils, but leaves him largely to his own devices and the suggestions of his colleagues and supervisors when it comes to dealing with problem pupils. Since most teachers have their most serious problems in maintaining discipline in their early years of teaching, it seems logical that the graduate schools of educaREPORT ON DELINQUENCY_ tion should give their students some specific training to assist them in coping with these problems.

8.1 Recommendation—That training for handling problem children be provided for teachers both in their formal professional preparation and by in-service training.

Memorandum—While all textbooks in education point out the changed nature of the secondary schools, from the highly selected grouping of limited numbers of pupils of a generation ago to the unselected grouping of all the children of today, it is doubtful that graduate faculties in education are fully aware of the seriousness of some of the behavior problems faced by young teachers in some of our difficult schools. The Committee feels that steps should be taken to make the teacher-training institutions aware of the true nature of the secondary school population and of the problems faced by teachers today because of the types of students in our schools, and that teachertraining institutions should make provision for helping young teachers meet the types of behavior problems which they will-face in the classroom. This training in the handling of problem pupils should, the Committee feels, be continued in in-service courses.

8.2 Recommendation — That the teacher-training and inservice program reflect present need for remedial techniques, mental hygiene methods, and curricular devices for helping problem children.

Memorandum — Many of our present teachers began their careers years ago when the secondary schools served a different and more selective type of clientele, and received their training before much was known about the mental hygiene approach and the remedial and curricular approaches to the problem pupil. To enable these teachers to ers to cope more effectively with problem pupils, a comprehensive more effectively with problem pupils, a comprehensive more effectively with problem pupils, a comprehensive more effectively with problem pupils. comprehensive in-service training program should be set up to disseminate the latest information and help in dealing with ing with these pupils.

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- 9. Community Cooperation—The Committee feels that the prob lem of delinquency is a problem which is not peculiar to the schools but one which concerns the community as well. A successful approach to the problem of delinquency in a community must be even broader in scope than the approach to the problem of delinquency in our schools. The people of the community are aware of the delinquency problem and are sympathetic with any reasonable attempt to eliminate it. Because of the experience and observations of members of our Committee, we feel constrained to point out a few areas where community action would help the secondary schools combat the rising tide of delinquency.
 - 9.1 Recommendation That there be closer coordination between the courts and the schools, both for preventive action and for better follow-up of the pupils under court jurisdiction.

Memorandum-The Committee feels that in many cases little use is made by courts and by probation officers of the reports which the schools file on pupils who run afoul of the law. This is probably due to the heavy case loads of the probation officers, which permit only a cursory supervision of a given case. The Committee feels the need of closer cooperation between the courts and the schools in dealing with our common problems. A study should be made to determine how this cooperation may be made more effective.

9.2 Recommendation—That the Superintendent of Schools and appropriate agencies work out a program to control more effectively the sale of harmful and immoral articles and weapons to adolescents.

Memorandum — Some of the serious problems of the schools arise from the possession by high school pupils of illicit articles or harmful or immoral articles. Typical of these articles are switch-blade knives, firecrackers which appear each spring to plague the schools, narcotics, immoral and inflammatory literature, and even guns. REPORT ON DELINQUENCY— Legislation should be sought to outlaw the sale of such Legislation should say can be legally purchased, and vigor-of these articles as can be robiblitions should be said or such of these arricles as the vicinity of our schools ous emotionation of our schools.

93 Recommendation — That the places where adolescents loiter receive special police supervision.

Memorandum—In the vicinity of practically every high school is some motion picture theater, cellar club, cigar store, candy store, soda parlor, small delicatessen store, pool room, or bar, where high school students either legally or illegally are permitted to congregate. Sometimes the pupils cut classes and play truant from school to frequent these hang-outs, where they smoke, gamble, plan escapades and gang wars, or merely loaf. These places should receive the closest scrutiny by attendance officers and particularly by the police, and appropriate action should be taken when school children are permitted to congregate illegally.

94 Recommendation — That an out-of-school recreational and social activities program for adolescents be continued and expanded.

Memorandum — It goes without saying that the Committee feels that there is in most of our communities a need for additional recreation facilities, where adolescents can gather for worthwhile athletic or social activities under wholesome conditions with adequate supervision and guidance.

ALTHOUGH THE COMMITTEE FEELS THAT A MANY-SIDED APPROACH TO THE PROBLEM IS NECESSARY, DEFINITE FIRST TOWARD THE DEFINITE FIRST STEPS MUST BE TAKEN TOWARD THE IMPLEMENT ATTOM TO THE PROBLEM IS NECESSALIBITIES FIRST STEPS MUST BE TAKEN TOWARD THE MPLEMENT ATION OF THE COMMITTEE'S RECOM-MENDATIONS.

The Committee has presented recommendations for a compre-

HIGH POINTS [April, 1954] hensive approach to the solution of the problem of delinquency in the secondary schools. It recognizes that the approach is many. sided and would be costly were the entire program to be put into

Without departing from its belief that the only ultimate solution to the problem of delinquency in the secondary schools would include all or nearly all of the recommendations made by the Committee, it is recognized that implementation of all of these recommendations is not possible in the immediate future. For this reason the Committee wishes to recommend as the first steps: the extension of the "600" school program to include the ninth and tenth years for both boys and girls, up to the age of sixteen; and the securing of adequate legislation to protect the schools from invasions by outsiders for purposes of malicious mischief or loitering.*

In giving these two recommendations the highest priority, the Committee feels that it is recommending the steps which will ameliorate critical situations confronting the secondary schools and make it possible for the schools to do the job for which they are intended.

Because most of the recommendations of this Committee fall within the scope of some agency of the Board of Education, our Committee is not suggesting detailed steps in the implementation of these recommendations but rather that such implementation be undertaken by the appropriate existing agencies. The Committee at all times stands ready to confer with these agencies and to assist in the details of implementation.

*Legislation to effect this purpose has been introduced in the 1954 session of the State legislature.

Asurvey recently completed by the author at the James Madison A survey recently completed by the dutilor at the James Madison High School in Brooklyn, involving 479 pupils, revealed that the High School in Diodaly in, myorking 1/2 pupils, revealed that the problem which the largest number of students at this school conproblem to of great importance to them as in the school conproblem which the largest importance to them, as indicated by their sider to be of great importance to them, as indicated by their sider to be of greater by their twenty-one teen-age problems, replies to a questionnaire listing twenty-one teen-age problems, replies to a question and life work? Of the 479 pupils queswas How 334 or 69.7 per cent stated that this problem has been, is tioned, 30% of might in the future be of great importance to them—and 13 others or 15.2 per cent declared it to be of moderate importance to them.

Taking second rank in the poll was the closely related problem, How can I be a success in life? (Great—56.9 per cent. Moderate— 26.3 per cent.)

Running a close third was the problem What subjects should 1 choose in school? (Great-54.9 per cent. Moderate-32.2 per

Occupying fourth place was the problem What course should 1 choose in school? (Great-48.2 per cent. Moderate-21.3 per cent.)

Ranking fifth was the problem Which college should I go to? (Great—46.9 per cent. Moderate—30.3 per cent.) It should be noted that at the James Madison High School approximately 70 per cent of the students apply for entrance to college.

In sixth place was the problem Should I enlist or wait to be Indied? (Great—45.4 per cent. Moderate—29.9 per cent.)
These figure 1.45.4 per cent. Moderate—29.9 per cent.) These figures are, of course, for boys only, since the problem does not apply to girls.

Seventh in order was the problem Should I go to college? (Great—44 per cent. Moderate—21.9 per cent.)

Fighth on the list was the problem What should I do to be a good in the list was the problem What should I do to be sure of a good job when I finish high school? (Great—43.4 per cent. Moderate cent. Moderate—22.7 per cent.)

_HIGH POINTS [April, 1954] Ninth was the problem What should I do if I have trouble learning a subject? (Great—40.1 per cent. Moderate—37.8

Tenth in order was the problem What should I do or not do when out on a date? (Great—41.3 per cent. Moderate—39.5

The remaining problems, ranked in accordance with the percentage of students who designated each as of great importance to them, were as follows. (The number preceding the plus sign indicates the percentage of students who stated that the problem was of great importance to them and the number following the plus sign indicates the percentage of pupils who stated that the problem was of moderate importance to them.) 11. How can I get along better with my mother? (31.3 + 18.6) 12. How can I get along better with my brother or sister? (30.5 + 29.5) 13. How can I get along better with my father or guardian? (29.9 + 20.5) 14. What should I do to be more popular? (29.9 \pm 40.1) 15. How can I get along on my allowance? (23.6 + 34.9) 16. How can I get along better with a teacher? (20.2 + 42) 17. Should I go steady? (19.8 + 41.1) 18. What should I do if I often feel blue? (19 + 35.3) 19. Should I smoke or drink? (16 + 35.9) 20. Should I work after school? (13.3 + 45.9) 21. What should I do if I often have the jitters? (12.3 + 29.2)

RESPONSES BY BOYS AND GIRLS. A breakdown according to sex reveals for certain problems some interesting differences between the response for boys as compared with girls. The figure before the dash represents the percentage of boys who regarded the problem as a great one, and the figure after the dash represents the percentage of girls who designated it as great.

More boys than girls were concerned about the following problems: whether or not to go to college (55.9-33.3), which college to attend (53.8—40.9), how to choose one's life work (74— 65.1), how to get along better with one's father (33.4—26.6), how to get along better with one's mother (33-29.8), whether or not to work after school (15.4—11.5), what to do if one has trouble learning a subject (43.3—38.1), what course to choose in school (50-46.4), and what subjects to choose in school (56.4-53.2).

AGE-GROUP ATTITUDES. As the students get older, certain AGE-GROOM to become important to a larger group. In the folproblems seem to give before the dash indicates the percentage of lowing list the figure before the dash indicates the percentage of pupils under sixteen who considered the problem to be of great pupus and the figure after the dash indicates the importance to them, and the figure after the dash indicates the percentage of pupils over sixteen who considered the problem to be of great importance to them: what course to choose in school (40.1—61.7), whether or not to go to college (36.1—57.2), what to do to be sure of a good job after finishing high school (37.8-52.8), how to get along better with mother (27.1-38.3), bow to get along better with father (26.4—35.5), and what to do if one has trouble learning a subject (37.1—45).

SLOW-LEARNER ANXIETIES. Included in the study were 67 students in the non-academic or XG program, 41 boys and 26 girls. It is interesting to compare the reaction of these XG pupils to the problems presented in the questionnaire with that of the academic-course sudents.

The pupils in the XG program seemed to be more concerned than were the academic students about such problems as these: what to do to be sure of a good job after finishing high school (73-43.4), whether or not to smoke or drink (40.3-16), what subjects to choose in school (76.1—54.9), what course to choose in school (76.1—54.9) in school (70.2—48.2), how to get along better with a teacher (41.8—2020. (41.8-20.2), what to do if one has trouble learning a subject (61.2-60.2), what to do if one has trouble learning a hrother (61.2—40.1), what to do if one has trouble tearning brother (47.8—30.5), how to get along better with a sister or brother (46.3— (47.8—30.5), how to get along better with a state (46.3—31.3), what how to get along better with one's father (46.3—(41.8—31.3), 313), what to do or not do when out on a date (41.8—31.3), whether or not do when out on a date (41.8—31.3). whether or not to go steady (32.8—19.8), what to do to be more popular (35.0) popular (35.8—29.2), whether or not to work after school (17.9—13.3) whether or not to work (74.6—69.7). (17.9—13.3), and how to choose one's life work (74.6—69.7). It may also be worth noting that 53.7 per cent of the XG boys tour school record not I should go to _HIGH POINTS [April, 1954]

college as of great importance to them (as compared with 56.4 per cent of academic boys) whereas only 3.6 per cent of the XG girls (as compared with 36.7 per cent of the academic girls) felt

INDIVIDUAL PROBLEMS. The following are some of the problems added by students to the list on the questionnaire:

What should I do if I have an inferiority complex?

How can I make teachers listen to me more intently?

Should there be a psychiatrist in the school?

Should understanding of sex be taught?

Is marriage after high school the answer to many problems? (A girl)

What should I do in my spare time?

How can I get out of the habit of worrying?

Does an XG student have a good chance of entering college?

How can I get a job with a general diploma?

Should I quit school?

Will there be another world war?

THE PROCEDURE. The questionnaire was based on a list of common teen-age problems found in the appendix of Rollo May's The Meaning of Anxiety. These were submitted to a committee of ten students of both sexes, ranging in age from fourteen to seventeen. The youngsters selected twenty-one problems, rewording some of them. This selected group of problems was then presented to twenty-five other teen-agers of both sexes and various ages for criticism and suggestions. The resulting list of problems was the one finally used in drawing up the questionnaire. The latter contained the following instructions:

"The following are problems which may be of importance to teen-agers. If you think the problem ever has been, is now, or might in the future be of great THE PROBLEMS OF TEEN-AGERS_ importance to you, put a capital G in front of it; if you importance has been is now or might in all f importance to you, part is now, or might in the future be think it ever has been, is now, or might in the future be think it ever may been, as in the ruture be of moderate importance to you, put a capital M in front of moderate importants to joe, put a capital ivi in front of it; and if you think it never was, is not now, and of it; and it you much importance to you, draw a line never could be of much information to you, draw a line hrough it. In the space left on the bottom of the page through it. in page or on the other side, add any problem or problems or on the which have been omitted, but which you think have which have now, or might in the future be of great or been, are now, or might in the future be of great or moderate importance to you and indicate which by a capital G or a capital M."

The students were instructed not to write their names on the questionnaire but were asked to indicate their sex and their age in years and months. In order to get a sampling of the various age levels, cooperating teachers administered the questionnaire in three first-term, three third-term, three fifth-term, and three seventhterm English classes selected at random. It was also administered in all of the XG classes except two. The XG classes are all in the ninth year.

THE CENTERS OF CONCERN. It is interesting to note that the first nine problems selected by the largest number of students at the James Madison High School as questions which have been, are now, or might in the future be of great importance to them were all vocational and educational problems. However, it might be unwise to draw the conclusion that the remaining problems, which are in the main personal or emotional problems, are therefore of lesser importance to our students. In the first place, a considerable number of able number of students designated each of these problems as of great importances a far great importance to them and, secondly, in many instances a far greater number to them and, secondly, in many instances at least of greater number indicated that such problems were at least of moderate importance to them and, secondly, in many instances of moderate importance to them and, secondly, in many instances of moderate importance to them and, secondly, in many instances of moderate importance to them and, secondly, in many instances of moderate importance to them and, secondly, in many instances of moderate importance to them and, secondly, in many instances of moderate importance to them and, secondly, in many instances of moderate importance to them and, secondly, in many instances of moderate importance indicated that such problems were at least of moderate importance. moderate importance to them. The latter designation may mean, among other them. among other things, that the problem is not one of which the student is as keepel, that the problem is not one of which the student is as keenly aware as he is of some pressing educational or broken on the vocational problem. It seems clear that all the problems on the list are of some list are of some importance to many students in the school.

Films of Special Interest

(Exceptional motion pictures reviewed for teachers by the film chairman of the School and Theater Committee, N.Y.C. Associa. tion of Teachers of English. For further particulars consult your

TWO NEW PRIVATE FILM SOCIETIES IN NEW YORK

Ever think of yourself as a member of "an ever-expanding minority audience"? According to the Film Council of America, which knows about such things, that's what you are:

"... increasingly vigorous channels of informal education in communities and on campuses across the country. Through their efforts an ever-expanding 'minority audience' can now see and study American and foreign features, experimental and documentary films, important in this evolving medium of art and communication. Most societies and series are organized by small groups of enthusiasts working in relative isolation - groups who have not always been aware of how many others share their enthusiasms, and their problems."

In other words, that's what you are if you are interested in the film society movement, and it was for you that the Film Council held a "Film Society Caucus" as part of its first American Film Assembly in Chicago on April first.

There are two new film societies in New York this year. We meant to tell you about them long before this—but their very pleasant directors assure us that it doesn't matter; they'll go on for some months and you can join any time. We wouldn't wait too long, though. Remember what happened to the re-issue of Olivier's Hamlet at the Guild-50th last month? Unless the "minority audience" not only knows its own mind but moves quickly, it's a risky one for a commercial distributor to count on, and that goes for the noncommercial film societies dependent on subscriptions, too.

The first of the new film societies is FILM DIRECTIONS, whose program announces "unusual films for an adult audience" in a series of screenings open to subscribers only, Fridays in the auditorium of the Museum of Modern Art. The spring member

sup (including 5 screenings) comes to \$6.50; the group member-FILMS OF SPECIAL INTEREST— (including) screenings, comes to \$5.75 for the same number to \$0.50, the group member-tip (4 or more persons) comes to \$5.75 for the same number tip (4 or more persons) to \$5.75 for the same sip (4 or more personne specimen programs:

April 9 BARBONI—An Italian documentary about Milan

WAITING—a color-collage of contemporary life

SUMMER SEQUENCE — an experimental poetic film

WORLD WITHOUT END—Basil Wright's and Paul Rotha's prize-winning UNESCO

April 30 SAUSALITO—an impressionistic film of a small California port

> THE LION, THE GRIFFIN, AND THE KANGAROO—an American portrait of an old Italian town

MATERNAL DEPRIVATION IN YOUNG CHILDREN—an authentic film record

FOUR IN THE AFTERNOON—a film by James Broughton

OUT OF TRUE—a psychiatric documentary

May 14 EXPERIMENT IN FILM AND MUSIC #3 TWO CHINESE DANCES

KARBA'S FIRST YEARS — by Margaret Mead

THE PRIVATE LIFE OF A CAT

May 28 THE FABLE OF THE PEACOCK—a dance

DIMITRI WORKS IN BLACK WAX-a film of a young American sculptor in Rome

_HIGH POINTS [April, 1954] PICNIC—a film by Curtis Harrington SELINUNTE—a lyrical documentary DAYBREAK IN UDI—an Academy Award film of progress in Nigeria

For a complete program, write to Gabriel Werba, FILM DIREC. TIONS, 30 Fifth Avenue, New York 11, or telephone Algon-

The second film society is called THE GROUP FOR FILM STUDY and its director is Gideon Bachmann. Showings are held in the auditorium of the Washington Irving High School; "prorated" membership cards for the spring screenings, May 9 through June 27, are available at the desk before each showing at 7:30 P.M. Memberships obtained by mail from Mr. Bachmann at 3951 Gouverneur Avenue, New York 63, come to \$4 for an entire series; they are about \$1 for individual screenings.

THE GROUP FOR FILM STUDY has many noteworthy films on its spring schedule; (April 11) Intolerance, Griffith's masterpiece, is a characteristic choice. This society also offers "special events" open to members, among which the April 10 memorial meeting for the late director Jean Epstein, marked by his friend Jean Benoit-Levy's address, is outstanding.

THE PICKWICK PAPERS (At the Trans-Lux 60th Theater) "A double glass o' the inwariable, my dear—"

Exactly twelve months ago we were invited by Miss Appolonia H. Cassidy, membership chairman of the Dickens Fellowship of New York, of which we regret to say we were not then and are not now a member, to a gala preview of the new British film of The Pickwick Papers. When we arrived at the Museum of Modern Art we were more than a little astonished to discover that we had been listed as a Patroness of the festivities, along with Miss Jessica Dragonette and such Patrons as Mr. James Gleason, Mr. Basil Rathbone, Prof. Edgar Johnson, and a great number of other people. Only Mr. Rathbone and Miss Dragonette, however, helped out during the evening; Miss Dragonette sang "America the Beautiful" and "God Save the Queen" and Mr. Rathbone made a little

PILMS OF Street about the George VI Memorial Fund and a play in which speech about the George VI Memorial Fund and a play in which FILMS OF SPECIAL INTEREST

be was then appearing.

Our contribution, though delayed, is no less vital to Anglo-Our contribution, model. We simply want to suggest that a American cultural relations is no place for a Distance to pickens specialists is no place for a Distance for a Di American cultural locations of Dickens specialists is no place for a Dickens movie to

Several times that evening we laughed out loud at what was show its head. Several times are what was happening on the screen. It's really a very funny picture. There was happening on all that assemblage of scholars. Any little answering laughter in all that assemblage of scholars. little allowering and original characters and adventures are miss-number of Dickens' original characters and adventures are missing from the movie—but that group not only knew what number, they were counting them off, tick, tick, tsk, tsk, all evening.

For a year we've been wondering what would happen if you showed the picture to nonscholars. Realizing with a start that we had an excellent collection of these in two of our classes at Lincoln, we had our own preview of The Pickwick Papers one afternoon at the beginning of the term—nothing dressy, just come as you are. And the youngsters loved it. They'd never read the book, though some of them will now. What they saw (we have their reports as proof) was "the best Dickens movie yet."

At this writing we don't know what our colleagues who saw The Pickwick Papers at a New York City Association of Teachers of English screening on March 20 thought about it. To sum up our personal reactions: "The Posthumous Papers of The Pickwick Club" is far too good, stout, oldfashioned, rambling and delicious a book to be improved by adaptation to the screen or stage. But if you're going to do it at all, you can do no more than get the best George M: George George Minter and Noel Langley did. James Hayter as a rotund, Rentle hair gentle, brisk Mr. Pickwick—Nigel Patrick as Mr. Jingle to the life Hermione Gingold as Miss Tomkins — what a Miss Tomkinel Tomkins! — Joyce Grenfell as Mrs. Leo Hunter, pure gold — Kathleen Harris Grenfell as Mrs. Leo Hunter, pure gold — Rathleen Harris Grenfell as Mrs. Kathleen Harrison as the Rachael Wardle of your as well as Mr. Tupman's (A) Tupman's (Alexander Gauge's) dreams—James Donald as a sub-limely idioric Manual Canada Gauge's) dreams—James Donald as a subimely idiotic Mr. Winkle—but why go on? As Sam Weller said,
"Vell if the cover vill!" Vell, if this don't beat cock-fightin', nothin' never vill!"

Renown D: Kingsley

(Renown Pictures. Released by Arthur Mayer-Edward Kingsley.) R_{UTH} M. GOLDSTEIN

Education in the News

"Out of the abundance of the heart the mouth speaketh."

Most teachers are pretty sure to agree that, in one way or another, they manage to get over to pupils some fairly relevant and useful information. While a lot of gobbledygook passes into the sieve, substantial serviceable accretions come through; for after all, and commerce directly as a result of the communication of information and the mastery of elementary thinking techniques.

If there are joy and satisfaction in knowing you have helped young people to the realization of concrete objectives, there is infinitely greater joy in the knowledge that a word or phrase, an attitude or gesture, has helped make someone, some pupil of yours, a better and happier person. Unfortunately this "knowledge" is all too frequently of a transcendental nature; you come upon it, if you ever do, only by chance. Yet, it is surely true that there are pupils whose lives have been affected for good by a casual phrase. Somewhere in the course of the thousands of lessons you've taught a remark has been the touchstone or turning point for guiding a youngster into the path of positive moral action. It may have been your appreciation of a poem, a comment on student government, or even a dressing-down. If moral precepts have guided you in your relations with your fellow man, you have dropped countless nuggets of wisdom and fruitful guidance. It can't have been for nothing. For you hear and read of those who pay homage to their former teachers; of those who, while absorbing information, inhaled the essence of the Golden Rule.

In the sometime dreary and pedestrian moments which, alas, come to all of us, it may help to remember the number of times a pupil's eyes shone with excitement as he envisioned the path of adventure onto which you have guided him.

Alex Sinclair, Director of Recreation, Peterborough, Ontario, Canada, in the October, 1953, issue of Youth Leaders Digest, telates a story about a boy he knew. In it you will surely find elements of self-identity.

"I will always call you sir,' remarked a sergeantmajor to me a corporal, both in the Canadian Army meeting by chance in the Beaver Club in London, Eng"Some years before I had been a volunteer physical "Some years before I had been a volunteer physical instructor at a hostel for juvenile delinquents. In an instructor to teach the boys the way to live in society, endeavor to teach the way to live in society, I had made an effort to teach them the game of basket-ball as I felt that basketball was a game which required great team effort. None of the boys in the hostel had ever taken part in a team game.

"On with his story. 'After I had been released from hostel I was sent out to work on a farm a short distance from Winnipeg. I resented the fact that the Juvenile Authorities had seen fit to send me out of the city where I have lived most of my life. I resented the fact that I had to work for the farmer and his wife and if there was anything else I just resented it. After having spent some months on the farm I decided I was going to run away. I knew that the farmer's wife kept the money that she got from eggs and other commodities that she sold, in a tin in the cupboard. I planned to steal it and use that money for my get-away. I sneaked my clothes out to the barn and planned to leave on Sunday night. When Sunday night came around, I sneaked out and hid bed waiting for the farmer and his wife to go to bed so that I could re-enter the house and get the money. While hiding in the barn, a thunderstorm with heavy tain came up and I sat there waiting for it to be

in the hostel and I could see you walking up and down talking to us as we were getting dried and dressed after out to us how much the game of basketball was like

_HIGH POINTS [April, 1954] life; how much the rules of the game were like the rules which applied to us in our daily lives. You pointed out that the police, instead of being our enemies, were like the referees in a game; as long as we obeyed the rules, they did not bother us. You pointed out that if we had team play in the game and worked with others on the team, we could make a success out of it, but when we tried to play all by ourselves, we never got anywhere.

"The rain did not appear as if it were going to let up; so I sneaked back into the house and decided to make my break the next night, but the things that you had told us kept repeating and repeating themselves over in my mind. I remembered your telling us that there was nothing gained if you waited for someone else to do us a favor before we did one for them and you suggested that we should do the kindnesses first and we would find that every one of them would be returned to us in some way.

"'Morning came and still I had not slept, so being tired of tossing and turning in the bed, I got up. I went outside and noticed a job that the farmer had been wanting to have done for some time. So having nothing else to do, I went ahead and did it. On my way back to the house when breakfast was called I passed the wood pile and remembering what you had said, I picked up a big armload of wood and carried it into the house-something I had never done before without being asked several times. As I placed the load of wood in the box, the farmer's wife smiled at me and thanked me. It was the first time I could recall her smiling at me. When the farmer noticed the job I had done he also thanked me and suggested, to my surprise, that I ride to town with him that morning. I had done two ordinary tasks, but because I had done them without being asked, the farmer's wife had smiled and the farmer had invited me to ride into town with him for the first time.

"That was the most pleasant day I had had at the farm since I had arrived. Your stories kept repeating over and over in my mind and I postponed robbing EDUCATION IN THE NEWS_ them and running away, with the result that I never them and I never the farm until I enlisted in the army. I found did leave the farm until I enlisted in the army. did leave in the code that you had suggested life had by following the code that you had suggested life had by some much happier. The farmer and his wife now become like a mother and father to me and as I look back, it was not them that changed, but me. The thoughts that came into my head that night had driven the resentment out of my mind and that is why I will always think of you with respect."

JACOB A. ORNSTEIN

Andrew Jackson High School



The upper part of the valley gradually clothed itself in a thick garment of oak trees, fair-sized and dappled with sunlight, and the low pass rose under them to a gentle skyline ahead. The silence and solitude lay pleasantly around in a delightful peace.

Solitude, I reflected, is the one deep necessity of the human spirit to which adequate recognition is never given in our codes. It is looked upon as a discipline or a penance, but hardly ever as the indispensable, pleasant ingredient it is to ordinary life, and from this want of recognition come half our domestic troubles. ... Modern education ignores the need for solitude: hence a dedine in religion, in poetry, in all the deeper affections of the spirit: a disease to be doing something always, as if one could never cit hefore one: never sit quietly and let the puppet-show unroll itself before one: an inability to lose oneself in mystery and wonder while, like a wave life. wave lifting us into new seas, the history of the world develops

-Freya Stark, The Valleys of the Assassins

Chalk Dust

What tricks of the trade have you developed to help in teaching? Send What tricks of the trace have you descriped to been in teaching? Send your suggestions (150-250 words) to Irving Rosenblum, J.H.S. 162,

SIMPLIFIED DEMONSTRATIONS

Science experiments and devices need not be complicated. Have you ever tried to improvise apparatus with an economy of time and material? It's easy if you choose the right media for expression.

For example: we may prepare turbine wheels out of heavy gauge copper, light gauge copper or brass, pie plates or aluminum foil. The materials used are determined by the objectives to be achieved. If there are many demonstrations to be carried out, all exemplifying one concept or related facts, it is advisable to use materials easily and quickly prepared. If part of the experiment involves a detailed observation of procedure, more time and more durable material may be used in the construction.

The preparation of oxygen or carbon dioxide, for example, permits the students to note, not only the chemical and physical properties of the particular gas, but also the construction of apparatus and the precautionary safety procedures. The study of convection currents in the air may be aided by the use of smoke, tissue paper strips, or cardboard or aluminum-foil turbine wheels. The materials in this case may be fabricated in a matter of seconds.

Children often like to duplicate experiments carried out by the teacher. If the teacher chooses simple, safe, easily fabricated. devices, he will provide the ground for pupil-performance of experiments at home.

LEONARD MERMELSTEIN

J.H.S. 162, Brooklyn

High Points

TOWARD A NEW PERSPECTIVE OF GRAMMAR AND COMPOSITION

"I'm afraid, Ernest, that you will not make the grade. Your "I'm agraiu, invented and disconnected, and as for your grammar, sentences are uneven and disconnected, and as for your grammar, sentences are mines. You do seem to be clever, however, and you why it's atrocious. You do seem to be clever, however, and you why it's arrown. and you have a vivid imagination. I'd suggest that you forget about becomhave a vivu may some day become a good doctor like your ing a writer. You may some day become a good doctor like your taga wither, but you will never become a writer. Never!"

I imagine that this misguided college teacher would turn over wice in her grave were she to learn that her ungrammatical pupil had turned out to be one of the foremost American novelists, Ernest Hemingway, winner of the coveter Pulitzer prize.

Similar examples of situations of this sort abound in the journals and autobiographies of many noted writers, past and present. Discouraging comments such as these betray not only an ignorance of the most elementary rules of mental hygiene and social etiquette, but they also point up the necessity for English teachers in the elementary, junior high, and senior high schools to re-examine and re-evaluate the part that grammar plays in successful composition writing.

In 1934 a University of Iowa instructor conducted a very interesting experiment, which oddly enough has not received the publicity that it merits. For a period of twelve weeks each of twelve cooperating teachers taught two experimentally matched sections of ninth grade English composition. During the first four days of each week the teachers and their pupils launched a full-scale attack upon those aspects of grammar, usage, spelling, and punctuation which mation which were responsible for the highest frequency of pupil enors. The desired appears of pupil enors. The desired appears of pupil enors. etrors. The drills given to the pupils involved careful planning on the part of the the part of the teachers, who were intelligent enough to allow the pupils to see the reachers, who were intelligent enough to evaluate pupils to set up their own progress charts with which to evaluate their mastern of each week their mastery of the principles covered. The last day of each week the children wrote an interesting composition.

In both sections each teacher, utilizing a predetermined error Buide and code for those errors previously drilled upon, read over and marked each theme.

_HIGH POINTS [April, 1954] The themes of Section A were returned to the pupils with the errors and the grade noted in pencil. The students were directed to rewrite the theme and then to submit the corrected version within one week. The themes of Section B were also returned, but no errors were indicated. Moreover, the students did not have to rewrite or return them. This technique was called the "non-theme-

The results of the error counts showed that while the "nontheme-correction" method was slightly inferior to that of the "theme-correction" method in the elimination of technical errors, the differences in the amount of improvement produced by the latter method in eliminating technical errors from functional composition writing were statistically insignificant. Mr. Fellows modestly concludes, "No longer can a teacher feel confident that meticulous reading and correcting of pupil themes will effectively eliminate all the errors therein."

Those of us who spend so much time on theme correcting and yet get such poor results to show for our efforts, should be comforted by the results of this study. But we would be even more assuredly satisfied, if we could evolve a philosophy of our own concerning the function and value of grammar in composition.

The following assertions and suggestions may serve as a good starting point to sharpen our thinking on the subject.

GRAMMAR vs. THINKING. At the same time that progressive English teachers have left the back door open for formal grammar to make its exit as persona non grata, they have left the front door ajar for functional grammar to stride in authoritatively, assured of its competence to serve in a dual role as the pragmatic instrument of effective communication and the arbiter of good usage.

English teachers should beware of apotheosizing functional grammar by arrogating to it the power of a magical rhetorical dynamo which creates electrifying compositions from arid content. Raising the wand of functional grammar to change illogical sentence structure into precise, full-bodied prose is a medieval con-

In referring, therefore, to the illustrative sentence, one can see that it is not the failure to understand grammatical principles and to apply them effectively that is the cause of unintelligibility of the writer's ideas, but it is most probably because of the fact that the writer failed to understand the principle that one must clarify and order one's thoughts before one writes and that this clarity is best attained when one doesn't scatterbrain-fashion think and then write about two or three different things at the same time.

LOGICAL CORRECTNESS. The teacher should evaluate his own technique of teaching his pupils how to say exactly what they want to say exactly what is want to say through the medium of a sentence structure which is a silhousess the reacher a silhouette of their planned thinking. Suppose that the teacher teads on one of their planned thinking. teads on one of his pupil's papers, "I went to Radio City Music Hall with my fair pupil's papers, "I went to Radio Wagon Hall with my friend, we had a wonderful time. The Band Wagon is the best mount and a wonderful time. is the best musical I've seen in a long time, it's about dancing and you know that E. I've seen in a long time, it's about Murray's. You know that Fred Astaire learned to dance at Arthur Murray's. To suggest that the meaning will be clearer to the reader if periods and semicolons. The and semicolons replace commas is to be sadly mistaken. The trouble here lies trouble here lies not with the punctuation but rather with careless

attitudes.

_HIGH POINTS [April, 1954] thinking. The teacher's job here is to point out that not all ideas are of equal importance; that before one writes, it is necessary for one to decide upon the relative importance of one's ideas, then to integrate these ideas into a meaningful, coherent unit of orderly thought. The principles of emphasis, subordination, and coordination are involved although their names need not be used in their explanation. Advising the student to use transitional conjunctions to clarify his thinking is usually worthless: for they are a product of good thinking and not a function of good thinking.

A child writes, "During the summer months I worked on a farm. The head farmer told me that I had to stack the hay, feed the chickens, milk the cows, and that I should be sure to get up at six o'clock in the morning." Telling him that he has violated the principles of parallel structure because "that I should" is not grammatically equal in form to the previous assertions is not helping him very much to sharpen his perception of logical correctness. Obviously all the predications don't deserve the same emphasis. The last statement should precede all others on a cause and effect basis because first things should come first. Moreover, if it is the purpose of the writer to give the reader a clear picture of life on a farm, he should be made to feel that the sentence he has written is so heavily loaded down with misplaced predications that the reader is not likely to obtain any more than a fleeting impression of farm life.

In a similar way other errors, such as sentence fragments, excessive coordination, "dangling" modifiers, shifts in person and tense, and faulty pronoun references, all of which cause mental confusion, can be eliminated.

In all of these illustrations the student is shown how to express himself with clarity without the use of grammar. Common sense or simple reasoning is a welcome substitute for such abstractions as the eight parts of speech. Otto Jespersen and Janet Aiken, two authorities on modern grammar, regard this classification as inexact, unfunctional, and confusing. What should be of particular interest to teachers are the copious examples that each gives to prove his point. The changes and refinements that each makes upon the existing classification afford valuable clues as to why children become confused when they are told that a noun can function as THE PLACE OF GRAMMAR. Grammarians and specialists in the "science" of grammar had better stay on their side of the fence and limit themselves to observing, recording, systematizing, and explaining the laws of language, instead of beating the drum on behalf of the functional virtues of their science as applied to the art of writing clearly and effectively. Grammar does not create nor does it legislate. Instead it absorbs and classifies.

Scientific studies which have been conducted to ascertain the effect of teaching "functional" grammar on the accurate use of language in writing don't indicate positive results. One such study concludes that there is just as high a correlation between a knowledge of grammar and its functional application as there is between any two totally different and unrelated school subjects. A study conducted by Frogner does not support the view that functional grammar instruction improves one's sentence structure in written discourse. Another study by Butterfield shows that the knowledge of grammar doesn't carry over into functionally related punctua-

In your efforts to establish in the minds of pupils what the most basically functional elements of a sentence are, how many times have you placed have you placed on the board examples of sentences illustrating the use of such inductively the use of subjects and predicates, eliciting from them inductively the concepts th the concepts that verbs are words which express action or being addition to words are words which express are words addition to making assertions—and that subjects are words which indicate having assertions—and that subjects are words which indicate who or what is performing the physical "intransitive," or mental tive," or mental action? Then when you think that you have done a masterful job a masterful job, you place on the board a sentence taken from a

_HIGH POINTS [April, 1954] newspaper, a sentence of current interest, "The gangster was armed with a pistol." Sure of getting the right answer, you ask, "What are the verb and the subject?" Johnny raises his hand, confidence radiantly puckered into a smile, and volunteers this information: "Gangster is the verb because you know that there is always plenty of action when a gangster has a gun, which is the subject of this

THE ETIQUETTE OF LANGUAGE. English teachers know from experience that those who are most likely to profit from grammar are children who are able to write articulate sentences; that those children who are able to write clearly are, generally speaking, somewhat more intelligent (verbally, that is) than those who flounder hopelessly in the maze of their own sentence structure. Would it not be reasonable then, that before we teach grammar (if we must) to those who profit least from it, we help them to achieve those principles involved in clear thinking which place them in an intelligent attitude toward the content of their own discourse and the effect of this discourse upon the minds of those affected by reading it? When a pupil's ideas consistently emerge clearly, then the teacher would be wise to introduce the element of propriety in language (appropriate usage) by explaining that there is an etiquette of language which shows us right from wrong or better from poorer in terms of the particular place, situation, circumstance, and person involved; that it is an asset to employ the appropriate usage in one's own speaking and writing (even though it may have little effect upon the quality and logic of one's thoughts) because it is considered good form by those who "know best"; that just as a necktie executive, who had some excellent ideas to present before a national neckwear committee, would draw unnecessarily adverse attention to himself because he wore a navy blue tie with brown polka-dots, so too a breach of "language" etiquette' may offend those who pride themselves on having good taste, and consequently turn the spotlight away from good content toward that of bad form; that in order to cultivate the habits of good judgment and good taste in "language etiquette" it would be advisable for him to attune his ears and train his eyes to examples of good usage found in the speech and writing of those who use it In his book American English Grammar Charles Fries states that

In connection with the evaluation of the students' familiarity In connection with the principles of appropriate usage, the teacher must not be with the principles of a comprehensive written must not be guided by the results of a comprehensive written mastery test in guided by the restriction with the students select right from wrong responses as directed. which the students' mastery of principles in a proofreading Frequently and statistical with their actual performance in oral and written communication.

TEXTBOOKS. Teachers should select very carefully from the welter of grammar and usage handbooks, manuals, drill books, and textbooks which flood the market yearly, only those works which will aid the students to recognize and to attack those errors of usage which occur with the highest frequency, thereby enabling them to gain a wide knowledge of the "etiquette" of language and perhaps even to apply that knowledge to advantage in their own written and oral communication.

I have noticed that many of the grammar and usage drill books don't contain an adequate sampling of situations which require the pupils to make use of what they have learned or what they should have learned. Because the learning of suitable habits of usage is highly specific in nature, there is no guarantee even after the children have den have mastered the exercises in the text, that they will have mastered all of those language habits which are considered to be appropriate—a situation which is certainly not helped by the fact that there is a paucity of common agreement among the text writers as to -1 witters as to what constitute the chief lapses from good usage.

OUT-OF-SCHOOL INFLUENCES. It is important for English teachers to to compete with influences and that they can't possibly hope to compete to compete that they can't possibly hope to compete the influences are the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete the compete that they can't possibly hope to compete the compete that they can't possibly hope to compete the compete With influences outside the purlieus of the classroom (parents' and telatives' sloventaride the purlieus of the classroom apoor movie, telatives' slovenly language habits, "street talk," and poor movie, and telatives against their radio, and television speech) which may militate against their class valiant effects speech) which may militate against their most valiant efforts to eradicate noticeable language errors associated with oral clated with oral and written expression.

_HIGH POINTS [April, 1954] It is also important to keep in mind that the habituation of appropriate language habits is dependent upon constant repetition of the correct form in functional context without intrusive exceptions (e.g., those listed above) which are antagonistic to the formation of the desired habit. The futility of one's attempting single. handed, Hercules fashion, to cleanse the Augean grammar stable without the river Alpheus, or its equivalent, should be apparent

PUPIL RESPONSIBILITY. Let the ultimate blame for the failure to use acceptable usage and grammar devolve upon the pupils. The most that teachers can do in helping their pupils to overcome these errors is to give them a wide, but practical knowledge of the effect of making them upon their work; to show them ways in which they may successfully avoid making the errors; and most important to show them that only through practicing the appropriate usage habits in their writing and in their speaking, in and out of school, will they be able to habituate them. (Here we have a paradox if we admit, as do most authorities on usage, that usage is not a matter of being correct or incorrect, right or wrong, but instead a matter of an appropriate differentiation of usage levels, each level considered proper according to the circumstances. Outside of school, the circumstances warrant a more informal and colloquial level of usage. Inside the classroom a "standard" level is thought to be advisable.)

Self-discipline then would seem to be the only answer to the reasonable control of those extracurricular elements which conspire to defeat the teachers who wish to solve the problem themselves.

TEACHING COMPOSITION. English teachers should forget about looking at composition writing as if it were a disguised form of grammatical exercise in which the mechanics of writing assume unduly exaggerated importance to the detriment of content. Instead they should first devote their time to encouraging children to write about subjects which stir them deeply. Once the children are expressing themselves on a topic which means something to them, they will not want to be misunderstood. Here is the right NEW PERSPECTIVE OF GRAMMAR AND COMPOSITION___ new percent to say what they feel they want to say to the to help the children to say one thing at a time: how to say one thing at a time: by showing them how to say one thing at a time; how to illustrate by showing them now to illustrate examples; how to emphasize an idea an idea by giving appropriate examples; how to emphasize an idea an idea of contrast; how to test their sentences in order an idea by giving appropriate their sentences in order to be sure by means of contrast; how to test their sentences in order to be sure by means of contrast, helter-skelter from one point to another; and that they don't jump helter-skelter from one point to another; and that they don't jump in writing to see whether they have accom-

how to the hold what they set out to accomplish. If we use the preceding statements as a rudder for our thinking, he we use the principles may we unhesitatingly follow in drawing up a what principal and worth-while curriculum in composition? In more practices assuring this question, I should like to make the following suganswering, which have formed the basis for our thinking in a yearlong experiment conducted in an Expressional Writing Class.

- (1) Reduce sharply the amount of wasted energy that goes into the technical correction of composition writing.
- (2) Emancipate yourself from two erroneous conceptions: that without functional grammar one cannot write clearly and intelligently; and that grammar is the silhouette of thought.
- (3) Never allow the questions of technical correctness and form to transcend the matter of content unless the errors render the content incomprehensible.
- (4) Recognize the fact that effectiveness in composition writing is nurtured by the child's emotional, social, and mental development.

It must be borne in mind that children who may have an extraordinary fund of information on timely topics are often inadequate in making themselves clearly understood in written expression not because they don't have the desire to express themselves in writing in writing—not because they have deficiencies in spelling, punctuation, and grammar—but simply because they are psychologically too imcally too immature to deal precisely with matters involving such discriminations and subordidiscrimination, judgment, analysis, mental coordination, subordination, and in judgment, analysis, mental coordination, subordination, subordina nation, and integration of details as are essential to lucid writing.

By challenging a score of boys of average intelligence, who live, breather imple but clear live, breathe, and dream" baseball to write a simple but clear description of home description of how the game is played for a person who is ignorant of the part rant of the game, you will discover for yourself the importance of the above state. of the game, you will discover for yourself the important you say what you say to when and its corollary! It is how you say what you say to when he difference between you say to whom you say it that makes the difference between vagueness and exactness.

- (5) Spend much more time helping children to say what they mean so that they know what they have said is what they meant
- (6) Provide the children with frequent opportunities to write about what they feel is important to them personally, socially, or psychologically—aesthetically, recreationally, politically, economically, and ethically. Keep in mind that guided practice is superior to mere repetition.
- (7) Help the children to gain an insight into the psychology of sense perception and the development of their emotions and attitudes so that they are able to understand better what makes them the way they are.

In his book My Class in Composition, Jacques Bézard, a French teacher par excellence, obtained astounding results from his pupils by helping them to understand the psychology of their personalities. He, like many teachers in France, emphasized selfexamination as a prerequisite for discriminating observation, creative imagination, and profound reflection.

- (8) Regard composition writing as a process in which children think and react to the myriad of stimuli which impinge upon their personalities—as a process which helps them to integrate the conflicting aspects of their personality—as a process which promotes their mental well-being by enabling them to get rid of the lacerating tensions caused by anxiety, indecision, and frustration—as a process through which they may unlock the storehouse which holds their joys, their dreams, and their loves so as to share them with others—as a process which permits them to sharpen their understanding of themselves against the whetstone of their own written thoughts-and finally as a process which helps you to understand their feelings, attitudes, and emotions so that you can aid them to develop techniques in harmony with them.
- (9) Remember in teaching anything that "the power to think develops best as a by-product of effort directed upon something worth-while in itself." What could be a better application of this principle in composition writing than to have the children write their own autobiographies, reveling in those intense moments of self-discovery while educating themselves in the skill of selfexpression?
- (10) Suggest to the pupils various ways in which they may enrich their experience: reading good novels, autobiographies, biographies, magazines, and newspapers; listening to important speeches and discussions; watching worth-while television programs, plays, and moving pictures; joining clubs, making new

NEW PERSPECTIVE OF GRAMMINAR AND COME OSITION. friends; cultivating hobbies; going to museums and other places

of culture; traveling.

(11) Spend considerable time on group discussions of vital (11) Spend considerable time on group discussions of vital subjects so that the exchange of ideas growing out of them will subjects so that the exchange of ideas growing out of them will subjects so that the exchange of them will generate enough friction to fire pupils' minds with new ideas and generate enough friction and aid them to think more in the state of view which may aid them to think more in the state of view which may aid them to think more in the state of view which may aid them to think more in the state of view which may aid them to think more in the state of th generate enough microst to may aid them to think more intelligently points of view which may aid them to write more intelligently points of view wither har, and consequently to write more intelligently.

(12) Frequently ask the children to prepare speeches on subjects which they consider fascinating—subjects about which, howjects which they know little or nothing. The problem then will be to ever, they know curiosity by gathering information from different sources. Having found out what they wanted to about such terent sounces. The sounces of the sounces of about such interesting topics as "Circus Daredevil Stunts," "Movie Trick photography," "How to Design Your Own Clothes," "Deep-Sea Diving," "Whale Hunting," "Mink Farming," "How to Be a Ventriloquist," and so on, they can usually be prevailed upon to advertise their findings to the class.

Teachers would be wise to show the children how to present their topics in a lively, well-organized manner, helping them to set up criteria for these purposes. When the children actually present the reports orally, their method of presentation will give their teachers some valuable clues on what still needs to be done to effect improvement. Writing up these reports for a class Encyclopedia of Fascinating Subjects may provide an additional incentive for mastering the art of lucid exposition.

- (13) Don't expect to accomplish very much in the way of helping the children to overcome errors which prevent clear communication by simply jotting down meaningless symbols. Do expect to effect a gradual improvement in the process of writing if you hold conferences with them during free reading or writing periods, in which you ask them to explain to you what they had meant to say. After they do so, you explain to their satisfaction (or elicit from them) the correct way of saying what they had wanted to say in the first place.
- (14) Help the children to cultivate a self-questioning, selfcritical, self-evaluating attitude toward their own work by drawing up (with ing up (with their help if possible) guiding principles from which they which they may profit.
- (15) Enable the pupils to acquire a taste for good writing changues by a the pupils to acquire a taste for good writing techniques by pointing out to them a multiplicity of models illustrative of the trative of the subject under consideration taken from the best newspapers. newspapers, periodicals, magazines, books, speeches, and students' compositione compositions.

It is well to keep in mind that language is after all a form of

_HIGH POINTS [April, 1954] behavior learned mostly through conscious and unconscious

(16) Observe that the most meaningful language techniques are not artificially contrived; they are not foisted upon the content. On the contrary they are born of the content. In consonance with this idea, outlining should not be made compulsory (although it should be taught) unless the children are unable to do without it. Here is an example. Six children who had elected to write a pamphlet about their community of Parkchester realized at the outset that if everyone were to work "free lance" there might be needless duplication. Therefore they decided to ask the class for suggestive questions about Parkchester which it would like to have answered. Having obtained the questions, each of which covered an interesting facet about the community, the sextet divided them among themselves. Then after inverting the questions and deleting unnecessary language, they drew up a practical outline—the table of contents.

(17) Encourage children with normal intelligence to assume individual responsibility for mastering simple matters of usage.

PERSPECTIVE. It is hoped that the reflections in this article will not only supply a few ideas concerning a new perspective on grammar and composition, but will also encourage the formulation of a new philosophy, one so practical and judicious that our detractors will no longer have recourse to say that we have not outgrown our misconceptions about grammar and composition but have merely altered them.

HAROLD NEWMAN

Woodrow Wilson J.H.S.

IMPROVING INTERPERSONAL RELATIONS BY MEANS OF PSYCHOLOGICAL FILMS

We recognize that there is a great need to help children find themselves. Too many young people harbor feelings of hostility and insecurity. They are beset with problems and inner conflicts which they do not understand. Before many of our students can be receptive to our offerings, they must resolve some of their inner turmoil and come to accept themselves. Unless our children successfully come to grips with these problems, they create tensions for themselves, for the school, and for society.

might be helpful. We began by showing occasional films to all social studies We began by shock might confront young people. Such dasses on problem. The Drop Out, The Stay-In, and Dead End are titles as only confidentiative of the kind of problem tackled. Members of the depart-indicative of the kind of problem tackled. ment previewed these films and prepared questions for discussion. We experimented with other techniques such as the use of student panels, student reports, "66," and other approaches.

As we thought about the problem more deeply, we felt that we mild and should go further. We had found that students were beginning to express their personal insights into problems presented by the pictures. We noticed that we as teachers were introducing psychiatric concepts. We wondered whether we could show some specially made psychiatric films dealing directly with personal, emotional problems.

Since this represented a big step forward, we had qualms about our competence. We decided to hold a faculty conference to which we would invite an expert, and also profit from an interchange of opinions. Professor Arthur Jersild of Teachers' College, Columbia University, led the discussion. Among the points made at this meeting were these: students and teachers both could profit from additional record the tional psychological insights; the program had demonstrated the need for newer techniques in reaching for personality understandings; care was accomplete ings; care was necessary in creating the permissive atmosphere needed for talking about emotional problems; and the value of raising personal. raising personality problems to the level of conscious examination

FOUR FILMS. As a follow-up to this meeting the Social Studies part, to all Department showed four films, spaced two weeks apart, to all social studies st social studies students. These films had been prepared by the Department of Child Studies of Partment of Child Study at Vassar College, and the Mental Health Capation of the Division of the Data at Vassar College, and the Mental Health Capation of the Data at Vassar College, and Welfare of Capation of the Data at Vassar College, and Welfare of Capation of the Data at Vassar College, and Welfare of Capation of the Data at Vassar College, and Welfare of Capation of the Data at Vassar College, and the Dat Division of the Department of National Health and Welfare of Canada as technical Canada as technically advised by the Medical Staff of the Allan

_HIGH POINTS [April, 1954] Memorial Institute of Psychiatry of McGill University. The films Memorial Institute of Fsychiatry and Childhood, Feeling of Hostility,

The department decided that the developmental lesson approach would not do in the showing of these films. Instead, brief sum. maries of the films were presented to the teachers to guide them in motivation and presentation. The summaries read as following:

MEETING EMOTIONAL NEEDS IN CHILDHOOD

Deals with the 7 to 10 year old in school and home, but concerned with the kind of attitude toward people and the sense of community responsibility he is developing as he grows to adulthood. The child's earliest basic need is for acceptance and security; this is the basis for another fundamental need, for independence—a feeling of competence and ability to contribute to the group. The film suggests the way in which parents and teachers may help meet these needs and emphasizes that how they are met is important to democratic citizenship.

FEELING OF HOSTILITY

This film is concerned with Clare, outwardly a successful, attractive young woman. Sure of herself in her job, but insecure and constrained in her personal relationships, Clare has built her life around the only thing that has never hurt her, and which has always won her praise—her intellectual capacity. We follow her development as a child from the point at which she experiences her first profound disappointment in the loss of her father. The pattern of her development is one in which the feeling of hurt is followed by strong resentment, which in turn fosters a determination to win at least respect and admiration, if not love. The mechanism of her success is her feeling of hostility, unconsciously working to make her so successful that she will never need the love she finds so hard to give and accept.

FEELING OF REJECTION

This is the case history of a young woman who learned in childhood not to risk disapproval by taking independent action. The film shows the harmful effects of her inability to engage in normal competition and analyzes the cause of her trouble. We see her childhood relationship with her parents and the factors that contributed to her later development.

OVERDEPENDENCY

The film describes the case of Jimmy, whose life is crippled by

WEROVING INTERPERSONAL RELATIONS_ behavior patterns carried over from a too-dependent childhood. behavior patterns carried over 170111 a too-dependent childhood.

When the film opens, Jimmy is sick, but we learn that his illness

When the film opens. He finds it difficult to face and is illness When the film opens, Jimmy is sick, but we learn that his illness when the film opens. He finds it difficult to face and deal with his no physical cause. He finds it difficult to face and deal with has no physical cause. He made a frequent to race and deal with ordinary problems of life and takes frequent refuge in being comordinary problems wife and mother. In his conferences with him ordinary propieties of and mother. In his conferences with his doctor, forted by his wife and mother and patterns of his childhood forted by his wife and the patterns of his childhood, begins to jimmy gradually retraces the patterns of his illness and him Jimmy gradually retracted causes of his illness and his own fears, understand the emotional causes of his illness and his own fears, and takes hold of life with new confidence.

OUNDING STUDENT REACTIONS. After the films were SOUNDING Swere invited to express their reactions or to make shown, stated they wished. Since the films were long, discussion was often carried over into the regular class meetings the next day. It should be said parenthetically that film showings were divided over a two-day period. On one day all fifth term and higher students taking social studies during a period assembled in the visual aids room for this program. On the other day, fourth termers and lower met for this purpose. At no time were there more than two classes viewing the film. Through this division it was hoped that students of roughly comparable ages and interests would feel freer wexchange comments. On the day after these showings, any necessary followup would be made back in the individual classroom.

As we went along, we questioned our boys as to their feelings about the whole program. Most indicated a deep appreciation. To get a thorough and more systematic evaluation, the department prepared a questionnaire which was distributed to all students who had participated.

As we sifted through student reactions, we noted that whatever insight they possessed about themselves and people had been brought into all brought into clearer focus. The following is a quotation from the survey: "I have been survey: "I haven't exactly learned things, but things have been made comparatively clearer in my mind."

There is a sharpened consciousness of the nature of human relationships. They can better verbalize what they feel and what they think. The following the followi think. The following was written by a better-than-average student, the following was written by a better-than-average student, the films: but could not have been written prior to seeing the films:

nature 1 he following was written by a better-than-average study

that people should 1. that people should learn what is, has been and will occur in their men, consciously was written by a petter-than the films:

"hat people should learn what is, has been and will occur in their men, consciously with natures, consciously or unconsciously. In this way, they can resolve conflicts mental conflicts which have troubled them and interfered with

_HIGH POINTS [April, 1954]

their happiness and success. Understanding or obtaining the facts,

"However, there are attitudes toward discovering one's self that are harmful. People who are to obtain the facts necessary for a better life have to be told that there is nothing shameful in having attitudes that the great "lord society" does not like. The real danger is in refusing to admit that you have these ideas or to feel singled out or ostracized because you do. One should face them and see why one thinks as one does. For to thine own self be true and it must follow as the night the day thou canst not then be false to any man."

Very much the same ideas were expressed less eloquently by many students. The extent that this knowldge can make for better adjustment and better human relations depends, of course, upon the individual.

All that can be said with any degree of certainty is that something was learned. Certain basic psychological principles were clearly understood and generally accepted. A large number of students responded not only intellectually but emotionally. In many cases attitudes of blame and guilt may give way to an understanding that we are what we are born with and what we experience. Such understanding should make for greater tolerance and better human relations.

Teachers also learned something, depending upon their relationships with their students. Boys did reveal themselves, their anxities and their needs. The project did serve, in many cases, to bring students and teachers closer together.

The questionnaire was drawn up hastily. Some of the questions could have been worded more clearly and some are repetitious; and unfortunately the questionnaire itself came much too late. But some indication of what we tried to achieve and what was achieved is given below.

Questionnaire on Psychological Films

This is a serious attempt to evaluate the psychological films you have seen this term. The program is in the nature of an experiment. We hope that as a result of this program you know yourself and other visits as a result of this program you we yourself and others a little better. We don't know for sure. We IMPROVING INTERPERSONAL RELATIONS_ WPROVING the answers. You and only you can provide us with the dou't have the answers you to give this questionnaire your deed don't have the answers. You and only you can provide us with the don't have the ask you to give this questionnaire your deep and answers. We ask you to Do not sign your name.

Brief Summary of Films (to help you recall them)

Meeting Emotional Needs of Childhood—This showed many ex-Meeting Emotional Internal of our and respect in producing well-

Feeling of Hostility—Claire, when denied love and acceptance, adjusted people. Feeling of rossum. She can't make friends; so she tries to win respect by developing her brain power.

Feeling of Rejection—Insecure child is not accepted by her parents; tries to substitute approval for love by never saying no or disagreeing with anyone.

Overdependency-Jimmy is suffering from emotional illness. He cannot face any problems because all his life he has been dominated by his mother.

UNDERLINE THE WORD WHICH BEST EXPRESSES YOUR FEELING ABOUT THE FILMS YOU HAVE SEEN THIS TERM.

- 1. I feel that the film program has given me (great—some no) understanding into my behavior.
- 2. I feel that the film program has given me (great—some no) understanding into the behavior of others.
- 3. Do you feel that your behavior has in any way been affected by the films? (yes—no—not sure) COMPLETE QUESTIONS 4, 5, 6, 7 and 8.
- 4 If so, can you describe briefly a change in your behavior brought about by these films?
- 5. I feel that parents should see these pictures for the following reasons.
- 6. I feel that teachers should see these pictures for the following reasons.
- 7. I have learned the following things about myself that I didn't know before.
- 8. I have learned the following things about people that I didn't know before.

_HIGH POINTS [April, 1954] "IDENTIFY"—MEANS TO PUT ONESELF IN THE PLACE OF THE CHARACTER IN THE FILM BECAUSE THE THINGS THAT ARE HAPPENING TO HIM ALSO, IN A WAY, HAPPENED TO YOU. YOU CAN UNDERSTAND AND FEEL FOR THE CHARACTER. YOU RECOGNIZE

UNDERLINE THE ANSWERS THAT BEST EXPRESS YOUR FEELINGS AND IDEAS IN QUESTIONS 9, 10, and 11.

- 9. I was able to "identify" in-"Feeling of Rejection"
 - "Feeling of Hostility"
 - "Feeling of Overdependency"
- 10. I was (unaffected-affected-disturbed-very much dis-
- 11. Do you think that if your parents saw the films it would help solve family problems? (yes-no-don't know)

WRITE A PARAGRAPH ON QUESTION 12.

12. What do you think of this program? Do you feel that these pictures have helped you in any way? If so, how? Should this type of film continue to be shown? What else can be done so that people can better understand themselves and others?

Four hundred and fifty pupils answered the questionnaire. In answer to Question 1, 20% felt that the film program had given them great understanding into their behavior, 76% felt it had given them some, and 4% no understanding. Question No. 7, "I have learned the following things about myself that I didn't know before," is related to Question 1. How deep and true an understanding of self the boys received from the films and discussions we don't know, but these are some of the things that were said:

"The films have helped me understand why I sometimes act like a 'hood' when I'm with my friends."

"I was jealous about my younger brothers. Now I understand that I am the oldest and supposed to help in the family."

"Whenever I don't feel well and someone tries to help me, I don't yell and get my temper up."

"Your behavior depends upon your childhood."

"I used to do certain things and afterwards wonder why I did them. Now, I think I know (jealousy, hostility, etc.)."

"Why I show off lots of times." In answer to Question 2, 35% felt that they had gained great In answer to Question 8, where the some, and understanding into the behavior of others, 57% felt some, and mderstanding into the moderate of the standing in Question 8, where they were asked to 8% 10 unucroanian specifically what they had learned about others, the boys

"I used to believe that certain people were funny without taking into consideration the nature of their problems."

"Other people have the same feeling as me."

"Like a person who day dreams, well he probably is thinking how others have fun and he or she may be on the sidelines watching."

"Some things hurt more than disease or a broken arm."

"There is reason for each act."

"Family and childhood have a lot to do with their action."

"I have learned that people weren't born with emotional faults but acquire them from childhood development."

"The mind is much more complex than I ever imagined. These pictures give a clearer understanding of this complex mechanism."

In Question 3, "Do you believe that your behavior has, in any way, been affected by the films?"—28% answered yes, 35% no, 37% not sure. We hoped, of course, that the film program would help bring at. We hoped, of course, that the film program would help bring about socially-accepted changes in behavior. How far the school the school or any other institution modify deeply ingrained habits? We may other institution modify deeply ingrained babits? We must accept the following answers to the question:

"There is no change in my behavior. A movie will never change my behavior."

"I think it will not help me in any way. I will keep on doing the same thing—until I find out for myself." "Are you kidding?",

Yet what can we make of the following?

"Well, before I saw these films, I used to hurt everybody's feelings and did not think anything of it. I saw a girl was funny looking, I would say, 'Monster, where did you get that funny face?' But now I think before hurting some one's feelings."

"Well, there's my nephew and he has a little sister who gets all the attention at home. When they come over to my house, every. one pays attention to the little sister. So I try to bring out the good things my little nephew does in front of everyone so that he will

"I have more confidence in myself now. I try to face problems without thinking of running away from myself."

"That people shouldn't be hated for how baldy they behave but that we should help them."

"People are often selfish by not understanding other's feelings."

"I am a person with a quick temper and always want my way. When I saw these films, it helped me understand other people and their feelings so that now I cooperate more better. It also helps me to understand others who are quieter and need more affection."

"Yes, I am more considerate of others, knowing there is a reason for their actions."

"I never used to pay any attention to my brothers or sisters. Now I listen to what they have to say. My sister is in the 2nd grade and she shows me her progress in her reading ability."

Question 5, "I feel that parents should see the pictures for the following reasons," was answered affirmatively by all students. Over 90% gave explanations why these films should be shown to parents:

"Yes, because many parents don't realize that they are doing more bad than good for their kids."

"They might learn about the feelings and supposedly peculiar behavior of some of their children."

"Teach them not to dominate their children."

MPRUVILLE to different things." Ouestion 6, "I feel that teachers should see these pictures for Question 0, 1 rect was answered by most students. They the following reasons," was answered by most students. They the following reasons, the less influence than parents on youth; pointed out that teachers could profit from seeing the students. They pointed out that teachers could profit from seeing the films and get they all felt that teachers be shown such films. yet they an ich see, recommended that teachers be shown such films:

"To know how to treat different kinds of students."

"They can help kids in school by giving them attention."

"If a child doesn't get enough attention from his parents, maybe he can get it at school."

"If the parents can't help a child, maybe a teacher can."

"Maybe teachers will stop screaming but try to find out the

To Question 11, "Do you think if your parents saw the films, it would help solve family problems?"—62% answered yes, 10% no, and 28% were not sure.

Questions 9 and 10 were an attempt to see how great an impression was left upon the students. Roughly about 53% answered the questions. It is possible that many, in spite of the definition, did not understand what is meant by identification. Of those who responded, 94 were able to identify with the chief character in Feeling of Rejection; 73 with Feeling of Hostility; and 52 with Feeling of Overdependency. Some identification with all three was experienced by 23. A total of 87 were unaffected by the identification on the same of the tion, 99 were affected, 46 were disturbed, and 10 were very much

Question 12 is an attempt to get the students' evaluation of the program. Here are some general impressions expressed by the students:

"Forget it. It won't work."

"I do not care one way or another."

"Help bring out things deep inside. Good." "They were all right if you understood them. Most of the boys
75

_HIGH POINTS [April, 1954] didn't want to understand them. The truth hurts. They probably have some phoney excuse, like I had, for the way they behave,

"I think these films should be shown, because they have aided me in having a better understanding of other people, such as friends, family, etc. Results in more sympathy, help and con-

"The films are a very helpful way of reaching the individual student. The films have helped me see my troubles and problems easier. They should be shown more often. They are a good idea."

"I think it is a good program and such types of films should continue to be shown. There are boys with such problems. Maybe seeing such films will help develop a better understanding of themselves and other people."

"I thought the program was a good one, but it was not interesting for the boys of the class. Most of the boys do not care about the other people. So they are not interested in the pictures."

"This program is the best ever made in this school .They lead to tremendous understanding of oneself and companions. They should definitely be continued."

"Good, because they'll help us when we are fathers some day."

"I can't explain how they've helped me, but I feel that they have. Should be continued."

"I'm not sure, but I think it has helped me."

After crossing out an effort to explain what he had learned, one boy said: "I can't put it in words. Unexplainable. But show more."

"It's interesting. I don't know if it has helped me, really, in any way. But it's worth-while continuing."

"It gives some ideas on how children think. It gave me a little understanding. You can never tell when it might help."

There is no question, either in the minds of the students or the members of the department, that the program had merit. Just how much can be left to the reader. It is quite possible that the program had faults and possible dangers which the social studies faculty is IMPROVING INTERPERSONAL RELATIONS_ and aware of, but it is also the considered opinion of the group not aware or, but the need could not safely be ignored.

As far as could be determined, the films caused no embarrass-As tar as comfort. There was no hesitancy on the part of classes ment or discomfort. In some cases there ment or disconnections. In some cases, there was an eager response in discussing the films. In some cases, there was an eager response and stimulating discussion.

It seems to us that this project may indicate one of the directions that social studies departments can consider taking in their attempts to fulfill the aims of American education.

SOCIAL STUDIES DEPARTMENT*

Benjamin Franklin High School

Social Studies Department: Irving J. Levine, Layle Lane, Phil Manzelli, Samuel Polatnick, Chester Vogel.

THERE MUST BE AN EASIER WAY

We have recently come upon a method of separating especially dinging, fearful, dependent children from their mothers—a technique which is in some ways superior to even the most timehonored of the traditional methods.

We have repeatedly found that, if a child does not make the usual reasonably good adjustment to [nursery] school within a reasonable length of time, it works wonders to have his teacher go to his house on one or, preferably, more occasions to baby-sit for him. for him. By this we mean active baby-sitting—caring for him, feeding him this we mean active baby-sitting—caring for him, feeding him, dressing him, putting him down for his naps. In short headen, dressing him, putting him down for his naps. In short, becoming a part of his life, even though for a brief time.

Bring him back to school then and she is—not the teacher who elongs im back to school then and she is—not the teacher who belongs impartially to the school and to the other children as well as to him_hands as to him—but his baby sitter.

Frances L. Ilg and Louise Bates Ames, of the Gesell Institute, in their column in the New York World Telegram and Sun

Books

THE USE OF PICTURES TO ENRICH SCHOOL RESOURCES: An IL HE USE OF FICTORIA TO LINE Schneider Ress, Ed.D. 32 pp., paper, lustrated reachers Sund. 2, 2018 Surger, Pp., paper, 81/2"x11"; 1953, \$1.00. Published by Creative Educational Society,

This bulletin points the way to a wide variety of applications of documentary pictures in the curriculum. "Flat pictures" are such a common and familiar teaching aid that to attempt to illustrate their use would, until recently, have been considered presumptuous. The bulletin was prepared to meet the need expressed by teachers and supervisors: "How do we use

Actual classroom uses of pictures are described: to improve picturereading skill, to provide the basis for language arts experiences, to clarify social understandings, to stimulate creative expression, and to serve individuals with special problems. Students are shown using pictures for individual research, in small groups, and as a basis for discussion through the opaque projector.

Pictures have a universal appeal in our time (to wit, the popular appeal of Life, Look, etc.), as they did in the days of master, Comenius. They can be used in junior and senior high schools to encourage greater participation by non-reading students, and to dramatize many aspects of the social studies, science, and language arts curricula.

ESTHER L. BERG

AN INTRODUCTION TO ELEMENTARY EDUCATION. By C. W. Millard and Albert J. Huggett. McGraw-Hill, 1953, \$4.75.

This is a well-written book intended for three types of students: those who are beginning their training for the elementary schools, those who having completed their training for secondary education wish to change to the elementary schools, and those who wish to specialize in supervision. The style is simple and direct, making for easy reading. Throughout the text the authors stress the democratic approach to the solution of problems related to class management, school techniques, supervision. While recognizing that the scope of education is too broad to be covered in any one course, they present an overview to help students decide whether or not they should enter the teaching profession. An analysis is made of the classroom situation, the need for teachers, salary schedules, methods of certification. Especially exceeding in cially noteworthy are the chapters dealing with the ever-increasing inportance of the school in the life of the community, the current lay criticism of public all and cism of public education, the educational implications of our economic and social structure, and the trends affecting our schools.

It is true that a book covering such a wide area, one intended for nationide use should not be ide use should not be identified to wide use, should not be expected to meet the needs of trainees desiring to 800KS and complex as our own. It should be noted, howof the for New York City people at least, much of the text has little for hear, this book would be most useful as a reference. To of the text has little etc., for them, this book would be most useful as a reference. To get an of the curriculum and for a study of principles of child rest, For them, this book would be most userul as a reference. To get an official of the curriculum and for a study of principles of child growth of the curriculum development, the bulletins issued by our own B of the curriculum development, the bulletins issued by our own Board of additional (notably Curriculum Development in the Florida of ordination development, the bunderins issued by our own Board of Education (notably Curriculum Development in the Elementary School, Education (notably would be more profitable. For the layman or the small school, and the same of the small school, would be more profitable. Education (notably Curriculum Development in the Elementary School, 1945.1946) would be more profitable. For the layman or the student who 1945-1946) would be more promable. For the rayman or the student who student who get a general picture of education in the United States, the book s recommended.

MAX FLEISCHER

DEVELOPMENTAL GUIDANCE IN SECONDARY SCHOOL. By Wilson Little and A. L. Chapman. McGraw-Hill Book Company, New York, 1953; 324 pp. with index.

For the working guidance counselor this is one of the meatiest of mently published books. Based upon a questionnaire which was sent out to pupils, it presents the problems of the high school students as they see them. These problems are divided into seven categories:

Youth's Social Problems

Family Relations Problems

Use of Time

Youth Looks to the Future

Personality Problems

Part-time Jobs and Money

Health Problems.

The free response method used in the questionnaire is freely quoted, and each countries method used in the questionnaire is freely quoted, and each counselor will see his pupils in the many responses, such as:
"Never in any about it." Never in any crisis in my life is my mother at home to hear about it."

"When I don't blow up I'm moody. Either way I'm told I have a nasty personality. Is there any way I can get help?" [Boy, 15]

The chapters devoted to pupils' problems are full discussions of the workers' role to pupils' problems are full discussions are up Budance Workers' role in school guidance. The selected references are up odate and offer opportunity for further study of each situation.

One chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the chapter is devoted to the history and meaning of guidance with the guidance with the chapter is devoted to t dear delineation of duties, objectives, and areas. Another chapter, "Organizand School for Coult objectives, and areas. Another chapter, add poor delineation of duties, objectives, and areas. Another chapter, "Organization of Guidance," presents the organization, administration, aspectives of good and poor supervision aspects of guidance with examples of good and poor

_HIGH POINTS [April, 1954]

programs. "The Homeroom" stresses the classroom teacher in her role as

The book is exceptional in its presentation of pupils' problems and will The book is exceptional in its presentation of pupils problems and will be extremely helpful to the high school counselor. Administrators may be extremely helpful to the high school counselor. Administrators may be extremely helpful to the high school confidence. Transmistrators may well check their own procedures and will find many hints for improving well check their own procedures and will find many hints for improving the book is readable. well check their own procedures and will make their own procedures and evaluating present practices. The book is readable, prac-

ELISABETH BROGAN

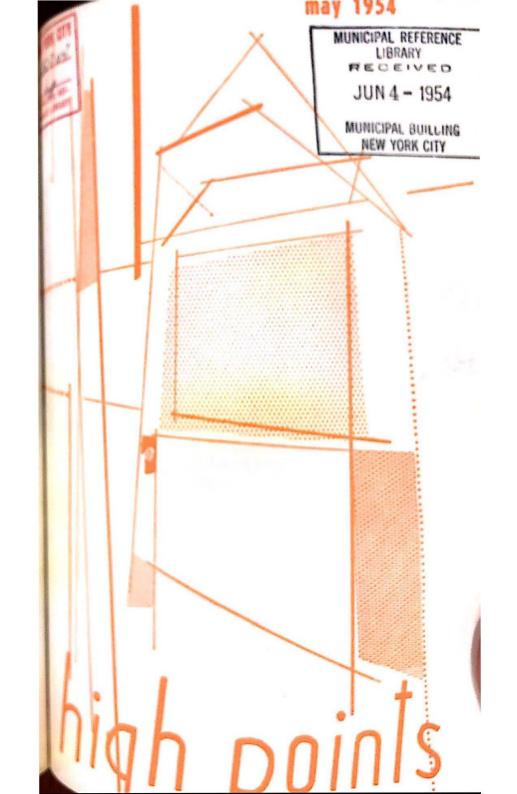
O TEMPORA!

It's a lazy age, and laziness is bad for baseball. It's not so much baseball that's wrong. It's the age.

Nowadays a ballplayer in college will rattle off the odds against making the grade. "The odds are too big against me," he says. "I would rather be a gymnasium teacher and maybe some day principal of the whole cockeyed school. It's safer. It's securer."

This is very nice if it is what you want. But hasn't the world collapsed in a heap when a young man's ambition is to be principal of a junior high school? Where is the burn and desire to be immortal?

-From "This Is Baseball's Mediocre Age," as satirically viewed by Mark Harris in the New York Times Magazine



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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editor, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.



The Regents Examination in Social Studies*

These are questions heard in every social studies department These are questions examination day: Do we have many failoffice on every Regents examination? The answers office on every regents cannation? The answers vary from term ures? Was it a good examination? The answers vary from term Was it a good chairment. The answers vary from term this study proposes to find out what teachers and chairment. I shout the Recents examinations in A ne think about the Regents examinations in American history nen think about the and world backgrounds and to indicate their and American history and world backgrounds and to indicate their mommendations for future examinations.

SCOPE OF THE STUDY. In June, 1953, a committee of the SCUPE OF Teachers of Social Studies sent a questionnaire to a ASSOCIATION OF teachers and chairmen of social studies to determine their reactions to the Regents examination in American history and in American history and world backgrounds. Replies were received from 26 chairmen of academic high schools, 14 chairmen of vocational high schools, and 130 teachers in 21 academic high shools and 7 vocational high schools. Of the total, 29 teachers and 12 chairmen are from schools where only the examination in American history is given. The questionnaire consisted of two parts, one concerning an evaluation of Regents generally and the other concerning the examination of June, 1953.

General Evaluation of Regents

EDUCATIONAL VALUE.

Question: Do Regents examinations have sufficient educational value to justify the time consumed in making, giving, and rating

	Teac	chers	Chair	rmen	Teachers and Chairmen		
Answer:	Num-	Per	Num-	Per	Num-	Per	
	ber	cent	ber	cent	ber	cent	
Yes No Slightly Doubtful A report of	42	37	13	33	55	35	
	29	25	8	20	37	24	
	13	11	7	18	29	13	
	30	26	11	28	41	27	

Teachers of Social Studies: Joseph Sher, Chairman, of Evander Childs babb, of Re. L. Bernstein of Social Studies: Joseph Sher, Chairman, of Harry Wein-HS.; Arthur I. Bernstein, of Brooklyn Technical H.S.; and Harry Weinbub, of East New Years taub, of East New York V.H.S.

HIGH POINTS [May, 1954] There is a considerable division of opinion among social studies There is a considerable division the value of Regents examinate convinced of the convinced teachers and channel contenting are convinced of the value of Regents examinations, and a little over ten per cent see slight educational value. About one quarter definitely feel that they are of no value, and a little over one quarter are doubtful of the value

STANDARDS.

Question: Do Regents examinations help maintain high standards of teaching and rating in the public high schools?

		irmen	n Teacher		Teache	chers and	
Answer:	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	
Yes	32	29	15	38	47	32	
No	20	18	5	13	25	17	
Slightly	20	18	7	18	27	18	
Doubtful	38	35	12	31	50	34	

It is often said that Regents examinations are necessary to maintain high standards of teaching and rating. A little over one-third of the teachers and chairmen feel that they do, and a little under twenty per cent feel that they help slightly to maintain high standards. On the other hand seventeen per cent of the teachers and chairmen feel that they do not, and over one-third are doubtful whether they help maintain high standards of teaching. It is a reasonable conclusion that only a minority of teachers and chairmen are positively convinced of the value of Regents examinations.

Effect of Regents Preparation on Teaching

Question: How does preparation for Regents examinations affect teaching?

- a. Stimulates interest?
- b. Encourages organization of written material?
- c. Encourages covering of maximum number of topics?

REGENTS TEST IN SOCIAL STUDIES_

d Encourages analysis and discussion? e. Encourages mastery and comprehension?

f. Encourages use of audio-visual aids? Encourages use of community resources and visits?

h Encourages rote memorization?

i Encourages training in social studies skills?

Encourages understanding of desirable civic attitudes?

Answer:

An.	wer:				No		S	lightly	
	Tr	Yes Ch.	Total	T_{7}	Ch.	Total	Tr	Čb.	l'otal
2	71	16	87	14	5	19	33	14	47
b.	80	29	109	15	5	20	20	6	26
C.	86	29	115	21	7	28	15	4	19
d	39	.14	53	54	15	69	21	12	33
e.	48	16	64.	43	13	56	22	12	34
f.	5	1	6	94	28	122	19	6	25
8		0	7	99	31	130	9	4	13
h	00	19	99	16	9	25	15	9	24
1	45		60	27	10		30	13	43
)	11	(5 17	72	19	679	26	9	35
1						1.5			

WHAT REGENTS DO. This is what Regents examinations succeed in do: nucced in doing according to the majority of teachers and chair-They stimulate interest and encourage the organization of witten material are interest and encourage the organization of encourwitten material. They have the dubious achievement of encourage the corresponding to the c aging the coverage of a maximum number of topics and rote the correlation. About half the teachers and chairmen report that the correlation. About half the teachers and chairmen report is correlation between Regents marks and final class marks is a little less at the correlation is moderate, and high, a little less than half report the correlation is moderate, and number than half report the correlation is moderate. a small number report it as low. There is a considerable division

_HIGH POINTS [May, 1954] of opinion among teachers and chairmen as to whether Regents examinations encourage training in social studies skills, discus-

WHAT REGENTS FAIL TO DO. According to the majority of teachers and chairmen Regents examinations fail to encourage the use of audio-visual aids, the use of community resources, and

Appraisal of the June, 1953, Examinations

Many teachers and chairmen agree that the June, 1953, ex. aminations were among the best in recent years. Despite that, they have many criticisms. The overwhelming majority feel that the objective parts tested mainly for memorization of information, but failed to test for comprehension of ideas, causal relationships, and skills and attitudes in social studies. The essay questions fared much better as tests of causal relationships, ideas in social studies, and ideals of good citizenship. However, a majority of teachers and chairmen urge improvement in the objectives and the subjects selected for emphasis.

Comments by Teachers and Chairmen

The following provocative comments on social studies Regents examinations were made by teachers and chairmen.

BASIC FALLACY. "The basic fallacy of Regents examinations is that the coverage of a large number of preordained topics is required. Experience shows that these are superficially learned and promptly forgotten after the examination. Teachers should be free to choose topics in consultation with the class and to dwell on the few selected until thoroughly digested and applied. The Regents examinations discourage consideration of differences among classes and among individuals. Since the testing of desirable social attitudes is very difficult through paper and pen examinations, the Regents must concentrate on lesser objectives of the social studies and hence discourage the teacher from performing his prime function."

"The educational value of Regents FOR WHOM INTENDED.

students, or given to all." CITY. WIDE EXAMINATION. "Despite the difficulty of pro-CITY. WIDE using a state-wide examination satisfactory in all quarters, the ducing a sumination does have a useful function in serving as a Regents examination does have a useful function in serving as a Regents examination of the social studies sequence, as an outside check on culmination of the social studies sequence, as an outside check on the work of the schools and as a standard, imperfect and artificial the work of students' achievement. I think a better examination. more in accordance with our objectives, would result if a city-wide examination, prepared in, by, and for New York City were adopted in lieu of the Regents."

examinations users whom they were intended, the average or better the students for whom to all."

SCHOOL UNIFORM EXAMINATION. "The Regents examination serves no purpose that cannot be achieved by a school uniform examination."

FOR ABOLITION. "The Association of Teachers of Social Studies should vigorously and courageously work for the abolition of Regents examinations in social studies.

GENERALLY FAIR. "In general, the Regents examinations in American history and world backgrounds are fair, well organized, and well expressed."

VEWS OF VOCATIONAL SCHOOLS. "Only selected students and students in technical courses take Regents examinations in our schools. the academic are a means of giving students in vocational schools the academic status which, rightly or wrongly, they cherish."

"In a vocational school could not the time and effort given to on other tonic. Regents examinations be used to greater advantage on other topics of more interest and concern to the students and more related to their specific needs?"

"In a vocational school the American history and world backgrounds Regents has a special value. It gives us a chance to develop Competer students as special value. It gives us a chance to do. Our better students, and this would otherwise be harder to do.

the state of the st Getting history Regents credit is a motivation to harder work on the part of our brighter students."

HIGH POINTS [May, 1954] MAKING OURSELVES HEARD. "I am perfectly willing to have the Regents continue. Our New York City representatives can watch out for our interests. The ATSS and interested depart. ments and individual teachers can always make themselves heard

REGENTS AND STANDARDS. "Our standards have been going down and down. We need something to keep them from getting too low. The Regents are the only spur we have at present, Some day, somewhere, somebody may develop some other method to keep people on the job. When that day arises it may be well to

MAKING PROPER USE OF REGENTS. "All high schools in the nation are faced with an acute problem of adapting their educational programs to the needs of the students of wide ranges of ability. They are thus called upon to do a stupendous job in catering to students who in many cases are neither college material nor its intellectual equivalent. Our thinking is still conditioned by our earlier views of the function of the high school and we are quite unhappy with the results we obtain.

"According to the statement by the State Education Department issued in 1949, the Regents examinations are intended to measure achievement among secondary school youth of average and aboveaverage ability and to assist local officials in their guidance in formation. They are not intended as a substitute for local school responsibility in measuring pupil achievement.

"In New York City we are misusing these tests by entering below-average students into the examination, as well as students who do not need the examination for college entrance or any other reason."

Suggestions for Future Examinations

FORMAT AND QUESTIONING. A large majority of teachers and chairmen agree on the need to change the format so that Part I would contain all the objective questions and Part II all the essay questions. A number of teachers suggest a need for consistence in the constant of teachers suggest a need for consistence in the constant of the constan sistency in the use of letters and numbers in the objective questions and the avoidance of the form "Choose one that does not."

A large majority of teachers and chairmen are opposed to the A large majority of standardized tests for Regents examinations or a substitution of standardized tests for Regents examinations or a substitution of state of a substitution of state of a return to separate examinations in ancient and medieval history, modern European history, and economics.

SUBJECT MATTER EMPHASIS. There are numerous suggestions for regular inclusion of vital problems of the contemporary scene, such as those dealing with the United Nations. atomic energy, the dangers of communism, and the problems of democracy. A number of teachers and chairmen complain that economics is neglected and would like more questions on the problems of the farmer, labor, and big business. Some point to a need for greater correlation of American history with world hisvory and economics. A chairman writes: "If the period 1492-1787 is to be taught, as recommended in the recent State syllabus, and if there are to be questions on the period, all teachers should be so informed."

Conclusions

Certain practical suggestions regarding format and subject matter emphasis for future examinations might be considered by those who make Regents examinations in social studies.

With increasing emphasis on "citizenship education," it is significant nificant to note that a large per cent of the teachers and chairmen in our sampling found that Regents examinations fail to encourage an understand light sampling found that Regents examinations fail to encourage an understanding of civic attitudes, or analysis and discussion, or the use of community of civic attitudes, or analysis and other the use of community resources. It is precisely for these and other teasons that the teasons that the very searching Regents Inquiry of 1938, as reported in Home very searching Regents Inquiry of citizenship, recomported in Howard E. Wilson's Education for Citizenship, recommended that the Regents examination in social studies as a pre-tequisite to a state. Regents examination in social studies are recommended that the Regents examination in social studies as a requisite to a state diploma be eliminated.* It further recommended

Howard E. Wilson, Education for Citizenship, pp. 181-182, 158, 237McGram, Regents Incidental Control of the State of New York, 266, The Regents Inquiry of the University of the State of New York, McGraw-Hill, 1938.

_HIGH POINTS [May, 1954] curriculum revision to cover "less ground" and to select ground that has a vital bearing for citizenship education. Are these con. that has a vital pearing to clusions and recommendations less valid today than they were

Our limited inquiry does not find teachers and chairmen united in favor of, or in opposition to, Regents examinations. They seem about evenly divided as to the value of Regents examinations as an educational tool or as a device to maintain standards of teach. ing or rating in the public high schools. They are, however, overwhelmingly in favor of improving the examinations so as to encourage training in work along the lines that affect citizenship training—development of skills, comprehension, and good civic

"THE PLEASURE OF ASKING" VS. "THE PLEASURE OF ANSWERING"

The great pleasure of ignorance is, after all, the pleasure of asking questions. The man who has lost this pleasure or exchanged it for the pleasure of dogma, which is the pleasure of answering, is already beginning to stiffen. One envies so inquisitive a man as Jowett, who sat down to the study of physiology in his sixties. Most of us have lost the sense of our ignorance long before that age. We even become vain of our squirrel's hoard of knowledge and regard increasing age itself as a school of omniscience. We forget that Socrates was famed for wisdom not because he was omniscient but because he realized at the age of seventy that he still knew nothing.

-Robert Lynd, The Pleasures of Ignorance ("A Book of English Essays," Pelican A99)

Of Time and the Curriculum Jacob Drachler

In twenty years of English teaching I have never been free of In twenty just of the oppressive consciousness that what I am supposed to teach, the oppressive consciousness that what I am supposed to teach, the oppressive considered to teaching it, are painfully out of joint. and the time available of the old dilemma of existence: life and there merely restating the old dilemma of existence: life lam not note there is so much to learn. I am referring to the is so short and the curriculum gelf-defeating practice of adding more and more to the curriculum without any rigorous estimating of what time can reasonably be get aside for each item in the curriculum. Apparently, a process of iresistible accretion condemns us to teach less and less about more and more.

The strategies of education have been too heavily influenced by mass-production and urbanization. Worship of quantity, pursued under conditions of haste and crowdedness, is the bane of our culmre. In education, this is the mortal sin because the true condition of growth for mind and spirit is a devotion to quality in an unhurried atmosphere. In cultivating the mind, we would do far better to follow the example of the farmer, rather than that of the factory-manager. Even the modern farmer, who harnesses science and technology, never can lose his reverent sense of time and space. Each plant comes to fruition in its own good time, and around each plant there must be the right margin of space—for air, light,

Time is in a real sense both the time and space of the teacher's job. In no teaching unit can we with impunity ignore or misjudge the time element. The time allotment can alter, transform, or substantially negate the nature of the teaching mission.

CONCRETE EXAMPLE. Let us, by way of example, consider the problem of example ability. the problem of teaching Macheth to a class of average ability.

What is the What is the minimum number of periods that should be devoted to this unit? E: Or more? What could be periods? Ten? Fifteen? Twenty? Or more? What could the teacher do with Macbeth in five periods? Concelyably, he could the teacher do with Macbeth in five persons:
blief discussions fetell the story in his own words and have some brief discussions of the human problems as adumbrated in the him him problems as adumbrated in the him problems. discussions of the human problems as adumbrated in his delicacy, his in Here Shakespeare would not enter; his power, this delicacy, his in have his delicacy, his insight, his poetry would be missing. For most of this tesides in his poetry would be missing. The most of the state tesides in his words, and not in the plot. But, a syllabus I have

in hand eloquently urges the following aims in teaching Macheth, "Pupils should begin to question and to understand the forces "Pupils shown vegon to a static thing: to recognize that character is a cumulative, not a static thing; to realize how emotions and desires—once out of control—lead to disintegration of the personality and failure." Can these objectives be achieved with out coming to grips with the play scene by scene in Shakespeare's own language? If they can, then we can throw out our classics and substitute a compendium of plot digests. We certainly could cover

But if our faith is in the civilizing and ennobling power of art. in-the-flesh, if we believe that there can be no cheap substitute for the authentic magic, then we must find ways of bringing Shake. speare's own words to our pupils.

Macbeth cannot be taught to our pupils unless it is read to them practically in its entirety. (Of course, if we were equipped to show each class a complete production of Macbeth on stage or screen, that would be even better.) How many periods are needed for the mere reading of the text under classroom conditions with the minimum of explanatory interpolation? My experience argues: at least ten periods. But this is only the beginning of the teacher's mission.

The teacher has to find ways of engaging the pupil, of enmesh ing his humanity with the humanity of the people in the play. The pupil's imagination must be stimulated to shuttle back and forth between the bloody intrigues of a primitive kingdom, the blood less but power-hungry struggles in our own political arenas and market places, and the bloody, terroristic careers of modern despots. The pupil has to be helped to feel the reality of the witches as they were felt by the Elizabethan audiences. He has to be led to feel the reality of Macbeth's belief in God, in his immortal soul ("mine eternal jewel"), and in Evil incarnate ("the common enemy of man"). The pupil will then follow the fateful history of Macbeth eagerly, and discuss the moral and psychological issues

If the mere reading, with incidental explication, takes ten periods, another five periods, at least, are required to let the students discuss a formation, and students discuss a formation and students discuss a few of the implications of character, motive, and fate. The play is sight in the implications of character, motive, and fate. fate. The play is rich in insights into the nature of good and evil

OF TIME AND THE CURRICULUM_ of Thomas, of dreams, conscience, and the subconscious; of selfin man; of dreams, deliberation on these matters under the destruction. A leisurely deliberation—a symphonic results and the boetry of Macbeth—a symphonic results. destruction. A leasurery of Macbeth—a symphonic poem of murk, influence of the poetry of Macbeth—is not an experience of murk, influence of the poetry of the poetry influence of the poetry of the skipped of the starshine, and lightning—is not an experience to be skipped fifth starshine, and what's our hurry?

or skimped. What's our hurry? Thold no brief for any specific minimum number of lessons for Thold no blick of less than fifteen.) I Matteth (although I am certain it can't be less than fifteen.) I Mathetin (analogies and the play without the pressure of a don't believe I've ever taught the play without the pressure of a don't Deliver of a pressure of a bookroom schedule and the clamor for attention of the multitude booking items in the syllabus. It should, however, be a simple empirical matter to determine a reasonable minimum. All that emputed mild be necessary would be to free an experimental group of would reachers to go ahead and take as much time as they find necessary to teach Macbeth satisfactorily, and then take a consensus of their experience.

I have used Macbeth as an example of the crucial question of time in teaching a literature unit. The same kind of analysis could be made for any unit in composition, technical English, or any other phase of the language arts.

In the very difficult problem of teaching spoken and written English, time is of the utmost importance: time for teaching, time for practice, time for correction, time for repetition and review. Basically, the building of sound language attitudes and habits means an intimate and constant contact with the best in our language heritage on the colloquial, as well as the literary, level. Intimate contact means contact on a sentence-by-sentence basis by ear, eye, and tongue; by hand, head, and heart. And that sort of thing takes time—time for oral reading, time for dramatization, time for choral speaking—time to cultivate and mature the inner ear which is so largely the "governor" of speech, writing, and

SO LITTLE TIME, SO MANY TASKS. I have taught in three but I have high schools, each with a fine English department, but I have never seen the time-element dealt with in a careful, specific manher, I cannot find any straightforward time-accounting in the English Syllabus to any straightforward time-accounting in the limited syllabus to the Board of Super-English Syllabus for High Schools, adopted by the Board of Super-intendents in 1922 High Schools, adopted by the Board of Super-Speaks up very service. A recent study emanating from headquarters in 1922. A recent study emanating from headquarters speaks up—very soundly, in my opinion—for a "reasonably com-

_HIGH POINTS [May, 1954] plete grammar program," but fails to indicate even approximately how much time is needed for the effective teaching of such a program; nor does it even hint at the necessity of dropping or cur. program; nor does it even must be curriculum to make room for this complete grammar program. Another study of a District Curticomplete grammar programmer high schools turns out a very fine culum Committee in the junior and a very fine syllabus on language activities in dynamic chart form, takes cog. nizance of the necessity of preparation, practice and review, but fails to give a specific time-accounting.

In each semester, if we make allowances for religious holidays, school examinations, and other exigencies only too well-known to every teacher, there are, let us say, a maximum of 75 teaching periods. (Careful study may show I have been too generous here.) Here are the boundaries of the field we mean to cultivate. This one definite fact we know; this teacher and these pupils cannot have more than these 75 periods together during the term. To ignore this fact—or to be vague about it—is to be inhuman to teachers and pupils alike; it is to defeat or distort the very human values that are the object of the English curriculum.

In a typical term's work, the English teacher is faced with something like the following battery of curricular requirements:

> Three required literature textbooks Four supplementary reading reports Written compositions Oral composition Special vocabulary lists and word study Spelling lists Punctuation Grammar Correct usage Sentence sense Techniques of reading Techniques of finding information Use of newspapers and magazines Appreciation of movies, radio, and television

All of this may be neatly subdivided, ticketed by grades, presented in persuasive checkerboard charts; but it has never been shown persuasive checkerboard charts; but it has never been shown persuasive checkerboard charts; but it has never been shown been and the shown been also been shown been show shown, period by period, that all this can really be taught and OF TIME AND THE CURRICULUM_ learned, and not merely "covered," in the 75 periods of a term. what are the effects of such an overcrowded, helter-skelter What are the teacher tends to feel harried and resentful. The curiculum? The teacher one lesson: superficial: curriculum: The absorb one lesson: superficiality. The pupil's pupils thoroughly absorb that it is made up of pupils thoroughly that it is made up of unrelated bits of idea of culture is in a crossword puzzle or cuiz idea of culture is in a crossword puzzle or quiz program; that these information, as in a crossword bis life as all a second bis life as a second bis information, as in the teacher bits and pieces don't touch his life at the roots; that the teacher bits and pieces to topic to topic is some sort of productionhimsen as production-worker fulfilling his quota. This kind of curriculum lacks the force worker rammon it lacks conviction. In this kind of curriculum it of concentration of the contentration of the conten apply, and compare. This is the marriage of You-name-it-we'vegot it and Once-over-lightly.

THE OVERSTUFFED GRAB-BAG-A TARGET. It is this kind of overstuffed grab-bag which makes such an inviting target for the core curriculum enthusiasts with their talk of "real life interests" and "integration." The core curriculum as a movement has the earmarks of a flight from culture into a limbo without tradition. But this flight began long ago with a loss of confidence in the values of literature. This retreat grew headlong in the panic caused by the influx of a less literate population into the high schools. Instead of finding in literature, both classic and contemporary, those things that could be taught vitally and intensively with profit, instead of trying to cut down the multiplicity of things in the curriculum, we panicked, and watered down the quality, spreading ourselves thinner and thinner. Under the "core" dispensation this thinness becomes an absolute vapor.

There is no better core of instruction than the revelation of the human heart and mind through story and essay, poem and play.
There are There are no finer "sociodramas" and "projective devices" than the works of the creative spirits of yesterday and today. If we believe this and have this and have the courage of our conviction, we will find a way to simplify and intensify the English curriculum. Let us have the courage to docide the important Outage to decide what is important and treat it as the important deserves to be a what is important and treat it as the important deserves to be a what is important and treat it as the important deserves to be a what is important and treat it as the important deserves to be a what is important and treat it as the important deserves to be a what is important and treat it as the important deserves to be a what is important and treat it as the important deserves to be a what is important and treat it as the important deserves to be a what is important and treat it as the important deserves to be a what is important and treat it as the important deserves to be a what is important and treat it as the important deserves to be a what is important deserves to be a white deserves to be a white deserves deser deserves to be treated—with devoted concentration. Let us make toom for the concentration with the toom for the essentials by cutting out the non-essentials with the hitless love of of better fruit of better fruit.

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TIME FOR HEROIC MEASURES. It is clear that a radical reexamination of the English curriculum is needed. But here again an agricultural sense of time is essential. Again and again local an agricultural sense of this school committees are asked to undertake such studies; already overburdened teachers are expected in their spare moments and lunch hours to whip together revisions of the course of study. Our problem is one of heroic dimensions and should be met with heroic measures. We must look for help to the great continuators and recreators of our culture. Who are they? They are the novelists, the poets, the linguists, the critics, the thinkers, the religious leaders. These should be the prime movers in an English Curriculum Commission. Such a commission should of course contain classroom teachers and curriculum specialists. Let us form such a commission and give them time. And let us keep before them always this down-to-earth reminder: "There are 40 minutes to a period; there are 75 teaching periods in a term."

I THINK I'LL GIVE THEM A FREE-READING PERIOD TODAY

Spring is the time when a delicious feeling steals over you of wanting to sit down and watch other people work.

-NEIL MUNROE

MIS-SIS-SIPPI SPELLS IT OUT

JACKSON, Miss., April 1 (UP)—Representatives Arlin Medford and Dexter Lee introduced a bill in the Legislature today to make it a misdemeanor to issue a high school diploma to any student who could not read and write.

-N. Y. Times News Item

What Does the Supervisor Look for in His Classroom Visits?

I. DAVID SATLOW Thomas Jefferson High School

What does the department head have in mind when he visits What work in their classrooms? This question is a his statt members are his state in portant one, since it is directed at the very core of the most important relationships that exist between the supervisor and the supervised. Misunderstanding is often the cause of poor morale; undergranding, on the other hand, can but lead to improved morale. In standing, on achieve the degree of understanding that is productive of proper working relationships, it would be proper to indicate what it is that the supervisor sets up as his yardstick in appraising a teaching performance.

1. What is the teacher's classroom personality?

Our studies of human behavior have disclosed that a person plays many roles. The teacher may be most affable outside of class—in the department office or at staff meetings. How is he inside the classroom? Is he pleasant or is he overbearing? Is he happy at work or does he show signs of strain? Does he appear at home in the classroom? Is there a feeling of assurance, of definiteness on his part? Does he know what he wishes to do or does he teveal a certain amount of hesitancy in reaching his goal? Are his voice and manner conducive to a relaxed learning situation? Does he enjoy the confidence of his pupils? Do they hero-worship him? Does he stimulate them to apply themselves toward the realization of worth-while goals?

2. How does he get along with his pupils?

How do his pupils get along with him? Does he know his pupils, their strengths and weaknesses? Does he know them by he show that he show that he understands their problems? Does he treat his pupils as human understands their problems? pupils as human beings, not as chattels or serfs? Does he have regard for the feelings, not as chattels or serfs? Does not all their supposes: of his pupils and give due consideration to his class? the feelings of his pupils and give due considerations?

3. Documents of the feelings of his pupils and give due considerations?

3. Documents of the feelings of his pupils and give due considerations?

Does the teacher conduct the class in an efficient manner?

Ate the 1. Are the distribution and collection of materials so routinized as

to be done automatically without the need for repeating of in to be done automatically transfer duties handled unobtructions? Are classroom housekeeping duties handled unobtructions? sively, yet expeditiously?

Is the work characterized by definiteness or by desultoriness? Is instructional time spent efficiently, with digressions at a minimum? Is there a proper distribution of time among the various phases of the lesson, with no instruction when the closing bell rings? Is the class, under the teacher's guidance, up to the standard of expectancy for a class of this type?

4. Is the lesson knit together into a unified whole?

Does it show that it has a central design, with a beginning, a middle, and an end? Is the design well balanced, consisting of a happy blending of theory and practice, of oral and written work, of work at the boards and at the seats? Is the aim confined to the lesson plan or is a specific goal apparent to all? Are all activities directed toward the realization of the goal? Does one thing lead to another in the realization of the goal? Are transitions from one activity or phase of the lesson to another smooth?

Is the design a meaningful one, related to the needs and interests of the pupils at this stage of their development and growth? Is the impact of development a cumulative one? Is it apparent that the lesson is part of a larger pattern of activities leading to development and growth?

5. Have the pupils accomplished anything by attending school this day?

Were they working meaningfully, spending their time profitably-or were they merely engaged in busy-work?

6. Does the room reflect what is being taught there?

Is the environment one that brings into bold relief the life of our community and those segments of life experience that are covered in the course of a term's work? Does a cursory inspection of the walls and bulletin boards reveal attractive and effective charts, clippings, and pupil work?

Do the four walls of the classroom give one the feeling that our is work "belongs" in the room or do they imply that our subject is there by sufferance?

WHAT THE SUPERVISOR LOOKS FOR— 7HAI 1112 1. Does the teaching performance reflect growth in service? Weaknesses may have been noted in previous lessons and their Weaknesses may have extent have recommended measures and their what extent has the remedy been and t causes determined. To what extent has the remedy been effective? To been followed? To what extent measures be used other remedial measures be used.

been followed: 10 what extent should other remedial measures be undertaken? what extent should office the should be a sking to what Even with a teacher of experience it is in place to ask: To what Even with a teaching technique reflect his years of service? His extent does mis been eliminated, but have his techniques weaknesses may have been eliminated, but have his techniques weaknesses her refined? He may no longer call on pupils before stating his been remieu. Are his question is he asking? Are his questions more challenging than they were in his early teaching days?

Is his planning on a higher level? Does he conduct stimulating sustained discussions in which pupils are free to differ with one another and with the teacher to a greater degree than in the past? Is more social understanding resulting from his instruction as he matures in services? Do his pupils see things in their larger relationships?

Do pupils participate in the lesson to a greater degree than herewhore? Are fewer or more of his pupils falling by the wayside? Is there a greater degree of rapport in his class than heretofore?

8. How does this teacher meet problems that confront other teachers?

The supervisor is in a position to act as a one-man clearinghouse within the department. As such, he is in a position to note unusual, outstanding practices which a practitioner may all too frequently take for granted, or all too modestly not care to announce from the housetops.

Consequently, the following questions are in the mind of the supervisor: What unusual tricks-of-the-trade does the teacher pos-(sest) In what specific ways has he cut corners on routinization of procedures) What procedures? What unusual motivations does he employ? What thought-provoking questions does he ask? What novel drill materials does he will be does he wi tials does he use to drive a point home? What effective reviews does he employ? In all that the problems he employ? In what way are pupils made to feel that the problems considered by the transfer on the transfer of considered by the class are related to their daily living? In what Way is variety injected into the work?

How is the syllabus working out in practice? Is too much undertaken? too little? Which topics are too diffi-

cult? Which topics are too simple? To what extent is a reallocation of work among the various grades or of sequence of units within of work among the value of within any grade desirable? To what extent is the apportionment of time for given units in need of revision?

To what extent do the instructional materials implement the syllabus? To what extent are current materials to be revised or totally new materials to be devised?

SENSE AND SENSIBILITY. The sensible supervisor will compare a teacher with what that teacher is potentially capable of becoming, not with what another teacher is doing. He certainly will not hold himself up as the shining example of how everything is to be done. He realizes fully that the teacher's classroom method and manner must be in keeping with that teacher's personality, and that since no two teachers are alike, identical standards cannot be applied to all.

He will look for genuineness rather than showmanship, for he wishes to see that which is representative of what goes on normally, and the specially staged act is not the kind of service that any teacher can furnish five times a day, five days a week. If it is, then the teacher's psycho-physical energy will be dissipated in short order and the educational world will be deprived of the contributions of an exceptionally gifted person.

The supervisor observes one lesson, but is unwittingly looking beyond its confines, since some of the things one looks for are the outcomes of many lessons, some of the values one seeks to discover result from inter-relationships developed over a long series of class meetings.

GRADUATES FOR SALE

In the copybooks of old the theory that "knowledge is priceless" stood as one of the golden maxims. But its author never reckoned on modern ingenuity. In New York last week it was announced that the Bethlehem Steel Company had made an agreement with 45 private colleges, under which the company will pay bounties to these invited to these invited to these invited to the company will pay bounties. to those institutions who send their graduates to work at Bethlehem. The price: \$3,000 for every graduate who stays with the company for four months.

Films of Special Interest

(Exceptional motion pictures are reviewed for teachers by the film (Exceptional mount of the School and Theatre Committee, N.Y.C. Associachairman of the School English. For further details chairman of the school English. For further details consult your ion of Teachers of English. For further details consult your S.T.C. representative.)

CURRENT RECOMMENDATIONS

OUT OF THIS WORLD (Guild Theatre) - You know how it is when you learn a new word: it keeps jumping out at you. We'd no sooner returned from the Himalayas with the Annapurna and Conquest of Everest expeditions than "Nepal" cropped up again. Stopping only to spin a prayer-wheel, we were off once more across the roof of the world, this time with Lowell Thomas and his son to the forbidden kingdom of Tibet. Through the mountains of Sikkim into Gangtok and then on to Lhasa, Out of This World is a journey not to miss. For the price of a teacher-student discount coupon you can be in a land that seems to be about the same as it was in the time of Marco Polo. In the sacred city of Lhasa, the home of the young Dalai Lama, you can see—in color—Potala, a winter palace out of Shangri-La, with gold roofed crypts dating back a thousand years, and a boy, surrounded by chrysanthemums, who is worshipped as the reincarnation of Chenrezi, God of Mercy; the proctor monks, seven feet tall, in yellow hats like ancient Greek helmets; horsemen in Chinese silk; gamblers slapping down the dice; generals in uniform with long turquoise eartings brushing their epaulets; actors in the role of demons; ladies with their hair supported on frames like pagodas drinking yak-buttered tea from porcelain cups—in a word, you can see Tibet as it was in 1949 when the Thomases were permitted to visit it and as it possibly is no more. A unique and fascinating film ing film record, Out of This World surprises and rewards the eye in every scene.

MAN WITH A MILLION (Sutton Theatre)—To a nice young-ster with a MILLION (Sutton Theatre)—To a nice youngster with a respect for the classics and chivalrous unwillingness to embarrors for the classics and chivalrous movie" report to embarrass his English teacher, a "book into movie" report can sometime to English teacher, a "book into movie" when can sometimes his English teacher, a "book into move of one of on one of our Lincoln film students tried to tell us about the

Mark Twain story "The Million Pound Note" and the British film called Man with a Million that has been made from it He simply could not bring himself to say right out that the original is very, very bad and the screen version is an absolute honey. As a Mark Twain fan from way back, it doesn't hurt us a bit to say it with gusto. So inventive, refreshing and humorous is Man with a Million that Mark Twain's only reaction to it would probably be, "How in tarnation did they transform my old yarn into that?" By "that" we mean a lighthearted period piece directed by Ronald Neame in technicolor, with Gregory Peck well-cast as a New Englander in British society at the turn of the century, surrounded by expert character actors like A. E. Matthews, Wilfrid Hyde White, Ronald Souire. Ernest Thesiger, Joyce Grenfell and Reginald Beckwith, and supported by a script rich in irony, satire and a dozen touches of sheer fun. You will have a very good time seeing Man with a Million. And there are other good stories by Mark Twain that you can read.

(A J. Arthur Rank presentation, released by United Artists. Opens at the Sutton Theatre following the engagement of Genevieve.)

BEAUTIES OF THE NIGHT (Fine Arts Theatre) — One of the most delightful fantasies in René Clair's new film is the musical nightmare in which the hero (a music teacher by day dreams that he is conducting his opera, and the orchestra, which has got slightly out of hand, is playing such instruments as the vacuum cleaner, the drill and the saw. At least we thought this was all fantasy until we saw in an old copy of PUNCH the following report from "real" life: "Miss Muriel Schofield recently played the solo part in a concerto for typewriter and orchestra broadcast by the B.B.C. Variety Orchestra." (PUNCH remarked, "Give us an A, Miss Jones.") Such a tenuous transition from day to night or night to day as most of us achieve is satirized with rare lightness and grace in this story of Beauties of the Night. The protagonist (played by Gerard Philipe with charm and style) is a Monsieur Walter Mitty, an old-fashioned romanticist in a provincial town who in his poverty and loneliness can fly from the present only by falling asleep. Since he is a musician, the present is full of falling asleep. Since he is a musician, the present is full of falling asleep. Since he is a musician, the present is full of a harmony of sweet sounds. cacophony and the past is full of a harmony of sweet sounds. His dream-flights, in a mock-heroic vein, are so playfully negotiated by sound-track and camera that the film becomes a first-tiated by sound-track and camera that the film becomes a first-tiated by sound-track for the mature imagination. In Beauties class conjuring trick for the mature imagination. In Beauties of the Night René Clair is at the top of his form. So, for that matter, is Gina Lollobrigida.

(A Lopert-United Artists release.)

RUTH M. GOLDSTEIN

Abraham Lincoln High School

MOTIVATIONS

"Bill Keegan, health education, told me this one: 'Motivation's the thing these days, Jack—even in health ed. Two fellows just took class tests using my class. The first guy started his lesson by asking the class to imagine it was guard on the football Giants. He then worked his floor drill out from that position. The next one began his lesson by asking the class to imagine it was forward on the Knickerbocker pro team. He then worked his floor drill out from that position. The kids,' continued Bill, 'are wise to this. Down in the locker room after the second class test I heard one kid say to another: "What happens if the next guy wants us to imagine we're bullfighters?"'"

—Jack C. Estrin

Education in the News

"Tut, tut, child," said the Duchess. "Everything's got a moral if only you can find it."

The French army in North America awoke one morning in 1759 and found to its dismay that it was surrounded and out. maneuvered by the British.

Though time, place, action and antagonists are different today, a parallel exists, and parents and educators had better give heed to storm signals over the Potomac.

The efforts of states' rights protagonists to being about widespread decentralization and elimination of federal services, now an integral part of American life, is leading to direct attacks on federal assistance to education programs.

A committee with the imposing name of Commission on Intergovernmental Relations has inaugurated a series of studies and proposals which, if suported by legislation, may affect radically local education for a long time. The commission serves as a clearing house for other committees and commissions, notably the Council of State Governments.

In the December, 1953, issue of The American School Board Journal, Elaine Exton in an article entitled "Approaching Storm Threatens Grants for Education," sounds a clarion call, from which these excerpts are taken.

... The latest in a series of recommendations that if put into action would represent a basic departure from the policy of federal financial assistance to states and local school districts comes from the Council of State Governments whose staff has prepared a set of studies that advocate elimination of federal funds for vocational education, vocational rehabilitation, and school lunch programs as well as various other grants-in-aid and the transfer of full responsibility for these functions to the states . . .

... Among other things, these studies recommend: That federal grants to the states for vocational education under the Smith-Hughes and George-Barden EDUCATION IN THE NEWS_ Acts be discontinued at the close of the fiscal year end-

ing June 30, 1955 . . . That appropriations for cash grants and bulk purchases under the 1946 National School Lunch Act be discontinued at the close of the fiscal year ending be assistant fune 30, 1955, but that donated commodities continue june so, nameled into the school lunch programs of the to ve and territories. This would result in a savings to the federal government of from \$80 million to \$85 million each year . . .

... It also is noteworthy that vocational rehabilitation is one of the few governmental activities in which financial support and program participation by local government is virtually lacking. Whatever the reasons may be, federal funds now supply 70 per cent of total expenditures for vocational rehabilitation. Consequently, in contrast to the situation that exists with respect to the federally-aided programs of vocational education and school lunches, it seems likely that a sudden withdrawal of federal funds from vocational rehabilitation would threaten continuation of services, in many places, to physically handicapped men and women who need them . . .

... That there is support in some quarters of Capitol Hill for the gradual or outright elimination of various federal grants for education became apparent when the U.S. Office of Education's budget was being considered during the last session of Congress . . .

House Appropriations Committee Report No. 426, of May 15, 1953, for instance, states: 'The Committee is in agreement with the Bureau of the Budget and the Secretary (Mrs. Hobby) in their belief that this program (vocational education) has matured to the point where its promotion and further development should gradually be turned over to the states.

ouse Another straw in the wind is the action of a House Appropriations Subcommittee in recommending and the propriations Subcommittee in recommending and the full Committee approving, complete elimination

of the teaching funds authorized under Section 22 of the Bankhead-Jones Act of 1935, in the amount of \$2,501, 500, for the 'further endowment and support' of the resident teaching program of the Land-Grant Colleges and Universities in 'agriculture and the mechanic arts and subjects relating thereto.' ..."

Whether educational needs or other considerations will prevail in the long run is anybody's guess. Mr. Edgar Fuller, executive secretary of the National Council of Chief State School Officers, observes:

... Whether federal programs involving grants-inaid will survive, probably depends more on politics than on how well the programs serve or how badly they are needed. The questions being asked are such as: 'Can we cut out the school lunch appropriations, or is it supported by too many people? Even though we can't eliminate direct federal aids to farmers, can we safely abolish federal grants to vocational education and landgrant colleges?' These are primarily political questions.

And so to horse, Revere; there's work to be done this night.

JACOB A. ORNSTEIN

Andrew Jackson High School

EDUCATION

Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all—by example. —John Ruskin

Chalk Dust

Contributions for this page should be sent directly to Irving Rosenblum, JHS. 162, Brooklyn 37.

IT'S EASIER WHEN THEY SEE WHAT YOU MEAN

Good visual aids have long been recognized as a most effective Good visual teaching device. The dramatic appeal to the eye that is constantly teaching made via TV and other media of advertising makes pupils being made via TV and other media of advertising makes pupils being made responsive to visual aids. It also offers a challenge to the teacher.

Visual aids in the classroom should compare favorably with those used in good advertising. They should be well made, easily understood, colorful, and unique.

Visual aids used in speech improvement are many and varied. Some are used as phonetic aids; others as guides for sound formation.

The vowel sounds are shown by use of pictures drawn on poster board with their names containing the vowel sound printed beneath, i.e.—oo as in shoe. Sandpails, clowns, animals and familiar objects in the child's life are personified to speak the vowel sounds and show the proper lip formation for the sound.

Tongue placement for the proper sound formation is effectively shown by means of a talking clown cut out of oak tag and mounted on a sheet of construction paper. The jaw is cut separately and hinged at the ears with a paper clip so the mouth will open and close. The tongue is cut separately and pushed through a slit in the construction paper where it can be manipulated into different positions from the back.

Lessons built around happy childhood experiences, such as a trip to the 200, a birthday party, and holidays, offer countless opporunities for the use of visual aids that not only carry the theme of the lesson have the lesson but make it easy and pleasant for the child to follow.

CHARLES G. GREEN

J.H.S. 85, Brooklyn

High Points

THE BRIGHTER SIDE

(To poets of melancholy muse recently published in HIGH POINTS)

For those verses waxing gloomy, all your accents oh-so-tomb-y, may I strike an answering spark. one swift ray athwart the dark?

Tho' as we so oft assever teaching be a vain endeavor. still, my friends, I make one plea for the occasional ecstasy.

Could you really quite give over for a life above the clover all this turmoil, fine and rare. this elan of do-and-dare?

Would you seriously ponder giving up that childlike wonder; minds where all your jokes are new to the many-not the few?

Would you, pals, now abdicate these thrones where you pontificate sans contradictions? Should we not be glad for minds they haven't got?

Here, where we can pose as scholar should we reckon up the dollarquibble over mood and tense with a built-in audience?

Surely, 'teach,' there's compensation (tho' we live on meager ration) something to restore esprit in a day that ends at three?

FOSTERING GOOD COMMUNITY RELATIONS When, indeed, we're out of favor (living having lost all savor) we can chant that matchless tune— "Wait until the end of June!"

If there need some further answers would you care for pots and pans, sirs? Snip ye rosebuds while ye may! In any job—it ain't all hay!

Envoi

Ladies, gents, let come what may be! Be I prey to pox or rabie, This, that was my whilom choice is not so bad—it might be woice!

PHYLLIS WEIDIG

Fort Hamilton High School

FOSTERING GOOD COMMUNITY RELATIONS THROUGH THE SPECIAL REMEDIAL READING PROGRAM

Ours was one of the early junior high schools to institute a special remedial reading program. Yet it wasn't until a year after its inception that we drew up a letter which each new candidate in the program now takes home to his parent.

The idea was born when a parent visited the school to express her appreciation to a pupil's official teacher for the help her son was getting in reading. The homeroom teacher very honestly explained that the improvement was due to the instruction the boy was receiving in the special remedial reading program; thereupon she referred the parent to me.

I explained our method of selection of pupils, and the mechanics of the program. The mother had taken it for granted that the box was the boy was improving in reading as a result of the regular classtoom instruction. While many teachers are doing an excellent job in group. job in group work in reading, this particular bright youngster happened to have happened to be in a class where most of the pupils were up to or above their care less where most of the pupils were up to or above their grade in reading, while he was retarded approximately

31

three years. This teacher was providing an enriched curriculum for three years. Inis teacher was protected the retarded reader whenever the class, and attempting to help the retarded reader whenever

This parent was a little more articulate than most, and said, "Why don't you tell us these things?" When I brought her comment to the attention of my principal, we formulated the follow. ing letter:

Dear Mr(s).....

Upon testing your son.....of Class we find that additional help in reading will be of great assistance to him. We have, therefore, scheduled him for special work in reading for two or three hour periods a week.

From past experience we know that this type of help has aided our boys considerably. These boys will be tutored in small groups, and we feel certain that they will be much happier in school as they feel themselves achieving and progressing.

We would be obliged to have your reaction to this special program

which we are setting up for your son.

Cordially yours,

Principal

RETURN MAIL. Now as soon as we decide that a pupil is one of those who will profit the most from the special remedial reading program, we ask the pupil to take this letter home. Some just return the letter signed by the parent. However, most boys bring us the most grateful letters one could hope to get. We now have accumulated hundreds of them over the years. We cite below examples of letters sent by the parents to the school.

To Whom It May Concern:

I think it is a wonderful idea to have the special reading class for children who are poor readers like my son Lawrence.

I'm very much interested in his learning to be a good reader. I'm willing

Thanks to the School Board and faculty for making it possible to have ecial reading classes to cooperate in any way I can.

special reading classes.

His mother Mrs. N.S.H.

FOSTERING GOOD COMMUNITY RELATIONS_ Joseph has brought home his latest reading grade. To tell you I was

leased puts it minus.

His progress since he has been in the remedial reading group has been His progress in his scholarie. pleased puts it mildly. His progress since any progress in his scholastic work that he has remarkable. I feel that any progress in his scholastic work that he has remarkable mill make in the future, definitely stems from the limit of the scholastic work that he has remarkable. I reer that he has remarkable or will make in the future, definitely stems from the help that he made, or will THS. 139 in reading.

mauc, or in J.H.S. 139 in reading. Joseph's development has not only been influenced by his reading prog-Joseph's development work, but also in his relationships with others—at ress in his scholastic work, but also in his relationships with others—at ress in his scholastic moin, the is a much more secure, relaxed and conhome and in the community. He is a much more secure, relaxed and conhome and in the course he no longer feels so leavely. home and in the community. The largest and secure, relaxed and controlled person because he no longer feels so keenly inadequate in the

Joseph and his family are proud of his progress. We only hope that Joseph and hope that he will be permitted to continue receiving this much needed help until he

terminates his contact with your school.

Here is hoping that you expand your reading program more so that a larger number of boys can be helped towards a better life adjustment through assistance given by this wonderful reading program.

My best wishes and gratitude to you and the principal.

Sincerely yours,

Mrs. C.D.L.

EARNING GOOD WILL. Every term I post about twenty such letters on a bulletin board for pupils as well as parents and other visitors to read. I have even provided the Bureau of Educational Research with some of them for use in their "Remedial Reading" display. Then too, our school paper, The Bulletin, inserts one occasionally.

At several parent-teacher meetings the principal has informed the parents of this "extra" service their children are getting. And, much to our delight, the Harlem newspaper, The Amsterdam News, carried quite a lengthy article on our remedial reading program.

In these days where the modern approach in schools has been subject to Criticism by several groups, it is well to bring to the attention of attention of the public the fine things schools are doing to upgrade out public in the public the fine things schools are doing to upgrade out public in the public the fine things schools are doing to upgrade out public in the lived remedial our pupils in the basic tool subjects. The individualized remedial reading process to bring to teading program is one which we think worthy enough to bring to the attention the attention of the community. We have found this procedure to be an excellbe an excellent means of fostering good school-community rela-tionships. It has tionships. It has earned us a great amount of good will on the part of the parents. of the parents of the community, and it can be used by schools as

a simple yet effective means of promoting the rapport between schools and parents that is so essential in carrying out the school program.

FLORENCE EINSTEIN

J.H.S. 139, Manhattan

GABRIEL DISCOVERS THE NEW YORK SCHOOL OF PRINTING

New York City is the printing and publishing center of the United States. About 22 percent of all the printing and publishing done in this country is produced in this city. There are over 5,000 printing establishments, with well over 50,000 wage earners, earning over \$130,000,000 annually; and they produce over \$750,-000,000 worth of newspapers, books, magazines, booklets, and other printed items which are distributed from New York to all parts of the world. The size and importance of New York's printing industry are a measure of the city's cultural and commercial leadership throughout the world.

It is fitting, therefore, that the largest printing high school in the world, the New York School of Printing, should be located in the Printing Crafts Building at the crossroads of the world, 34th Street and Eighth Avenue, in New York City.

THE SCHOOL. The New York School of Printing is the name of the organization which includes a high school division, an apprentice division, a veterans' training program, and evening extension courses. However, this discussion will be concerned only with the high school division of the New York School of Printing. This is a vocational high school under the direction of the Board of Education of New York City.

THE STUDENTS. During the current school year we have 1300 students enrolled in our high school. Most of our students either come from a junior high school or are transferred from a vocational or academic high school, as the work in our school begins with the tenth year. Frequently those coming from junior high selection high school have already had a semester or two of graphic arts. This course in junior high school is intended to be general educaNEW YORK SCHOOL OF PRINTING_ NEW 1022 Some of those students who have shown a tion and exploratory. Some apply to our school for printing apply apply to our school for printing apply to our scho tion and exploratory. Special interest for printing apply to our school for admission. special interest to our school after the first year in a general Others who transfer to our school also have had a course Others who transfer of also have had a course in exploratory vocational high school also have had a course in exploratory

As an example of a typical student of our school let's take the As an example enrolled early in 1947. Gabriel's career in the boy Gaprier with state of the school and since his graduation closely parallels the story of other students and the story of the school itself.

THE CURRICULUM. Gabriel's school day was divided as follows: 50 percent for shop work, 25 percent for academic work, and 25 percent for related technical work. This requirement is set up by the federal Smith-Hughes Law, which subsidizes states and cities for vocational education. This allotment of time reflects the basic purpose of the vocational school. From the very beginning of public trade and vocational education, the intent has always been to train workers for the skilled trades.

In the shop Gabriel learned to set up type, make up pages, and lockup and run a job press. His shop teachers found him to be a careful, methodical worker. The other half of his time was divided between related technical courses and academic subjects. In the telated work he did satisfactorily in applied science and fairly well in applied mathematics. His lack of creativeness and imagination, however, held him back in layout and design. For that reason he was never programmed to the advanced layout and design classes. For the same reason he had some difficulty in the academic subjects, especially English. In general, he was a good hard worker. He got along well with teachers and other students.

Although his entire school program was planned with vocational training as the main objective in mind, we as instructors feel that the same Gabriel feel that the indirect results of such training helped to give Gabriel a well-rounded training for life—good attitudes and pride concerning his work. ing his work, honesty, reliability, cooperation with others, and love for his country.

In his senior year Gabriel spent half of his time on a job, which ad been obtained Gabriel spent half of his time on a job, which had been obtained for him through the placement office of the school. For words school. For working on this part-time job he was given credit for senior shop. By the time graduation came around, he had made a favorable impression on his employer and was offered a full-time job. But before he could take his place in a man's world, he was back at the school for the big day, commencement, and the

TYPES OF DIPLOMAS. The high school division of the New York School of Printing offers its graduates three types of diplomas:

- 1. The first is a diploma issued by the Board of Education of the City of New York. It is a four-year vocational high school diploma issued for the successful completion of a minimum of 19½ units of work in the shops and classrooms. (A unit is the value given to a subject which is pursued successfully for 40 weeks for one period [45 minutes] per day for five days a week.) This was the diploma awarded to Gabriel at the commencement exercises when his name was called out.
- 2. With this diploma he also received a certificate from the State Department of Education in Albany. The State of New York permits chartered schools—and the New York School of Printing is one-to issue four-year industrial high school certificates if the course of study, as filed in Albany, is successfully completed. The value of this certificate lies in the fact that an extra record is on deposit with other than local authorities and that some of the state's colleges accept this certification as additional credit to be evaluated for entrance. (The student who fails no subject during his high school career should have no trouble earning this certificate.)
- 3. Some of Gabriel's classmates, whose intellectual abilities were somewhat higher than his own, received a third diploma. This is the four-year Regents industrial high school diploma. This is acceptable for college entrance by some colleges and universities in this and other states. It is undoubtedly the most valuable of the three diplomas offered by our school. To receive it, students must pass state Regents examinations in English four years, history three years, and comprehensive printing four years. While this means additional work for the student, it carries commensurate value, especially for those students who wish to enter college.

This story of placement has been repeated many times, in fact This story of paraduated a student, because the school has a as often as we have graduated a student, because the school has a as often as we percent placement of boys who wish to enter the record of 100 percent placement of boys who wish to enter the record of 100 printing industry. A small percentage of boys do not ask for jobs printing includes, have other future plans, as for instance a college education.

We do not pretend that the boy who leaves our school and is placed on a job can compete with older men in the business who have devoted many years of work and experience to mastering their trades as compositors or pressmen. On his first job the boy may be expected to run errands for a while or help generally in the shop. Because of his training, however, he can expect to devote more and more of his time to the skilled trades. The industry in New York City does look to our school as a source of replacement for men who retire or leave the industry. Many of our former students are now employers or shop superintendents, and they keep calling our placement office for their junior help.

THE TEACHERS. Much of the success that is attained by any school of printing is dependent upon the teachers. Undoubtedly, the best shop teacher would be one who is a skilled craftsman as proved by practical experience in the industry, and who is collegetrained, with at least an A.B. degree. Unfortunately, teachers with this double training are all too rare and hard to find.

A regular teacher of printing at the New York School of Printing must be regioned in ing must have had at least five years of journeyman experience in the trade have had at least five years of journeyman experience in the trade beyond his apprenticeship, and 480 hours (that is, one full year) is and the trade beyond his apprenticeship, and 480 hours (that is, one full year) is an apprenticeship. full year) in state-approved teacher-training courses. He must have these basic room of Education exthese basic requirements to qualify for the Board of Education examinations to the second of Education examination examinations to the second of Education examination examina aminations to teach. The examination often extends over two years and includes and includes a general written test, practical printing, class-teaching, oral interview tests, and the investigation of previous record and experience. Those who pass the test are given probationary licenses for three years. After that time, if all is well, they receive permanent licenses.

ADVISORY BOARD. All of the planning work in the New York School of Printing is conducted in cooperation with an advisory board through which close contact is maintained with one of the city's major industries. This advisory board is made up of persons actively engaged as educators, employing printers, union executives, and printing house craftsmen.

RECOMMENDATIONS FOR THE FUTURE. 1. Printing is made up of skilled trades which offer better salaries and opportunities for advancement, but also demand a correspondingly higher degree of intelligence and training, than do some other trades. Because of this fact the industry is justified in asking for more careful screening of the applicants for printing education so as to eliminate the unqualified and to encourage those who will really profit from the instruction. A series of scientifically prepared mental and manual aptitude tests might be helpful in predicting the probable successes and failures. The need for such screening would become more apparent if there should be a decrease in the present high rate of employment throughout the country.

- 2. There should be far better coordination of the various levels of schools teaching printing. The gaps and the overlapping should be eliminated so that students can pass smoothly from one kind of school teaching printing to the next higher type.
- 3. There is a need in the City of New York for a Graphic Arts Center, or Technical Institute for the Graphic Arts, with courses on a college level especially designed to train junior executive personnel or highly skilled mechanics, advertising typographers, and artists. Such an institute might be maintained jointly by the Board of Education and the printing industry in this city.

FRANK DI GIACOMO

New York School of Printing

UNIT ON "IVANHOE"— UNIT ON "IVANHOE"

1. To acquire a picture of the life and manners of the period.

2. To gain ability in following a rather complicated plot.

2. To promote the practice of entering sympathetically into the lives

4. To increase the power of the imagination.

Assignment:

Read Ivanhoe rapidly for the purpose of experiencing the pleasure to be derived from a tale of adventure.

CONTRACT A

Keeping in mind all you have learned about paragraph and sentence emicture, answer the following questions:

- 1. Briefly compare the Saxons and Normans as they are portrayed in the opening chapters of the book.
- 2. Show in what respects one might consider the first six chapters an introduction to the book.
- 3. Can you suggest an effective title for these first six chapters?
- 4. Compare the tournament in Ivanhoe with a modern sports gathering such as a prize fight, hockey game, etc. Refer to
 - a. Arrangement of the field.
 - b. Rules for the event.
 - c. Ceremonies of the occasion.
- 5. Discuss examples of prejudice shown at the tournament.
- 6. Explain who the real outlaws are in Ivanhoe. Give three reasons for
- 7. Write a character sketch of the person in the novel whose conduct in the face of in the face of danger you most admire.
- 8. Contrast Rowena with Rebecca when each is confronted by a diffi-
- 9. Compare Rowena and Rebecca with girls of today.

10. Compare Richard with an enlightened ruler of our own times in three respects

List five examples of human or humorous characters in the book.

- 12. Which of the characters in this book would make the most loyal
- 13. Would you advise your sister to marry a man like Ivanhoe? Why?
- 14. If you were Scott, how would you have ended this novel?

CONTRACT B

Suggested Books

- 1. Tappon: When Knights Were Bold
- 2. Howard Pyle: Men of Iron
- 3. R. L. Stevenson: The Black Arrow
- 4. G. C. Harvey: Robin Hood
- 5. A. J. Church: Heroes of Chivalry and Romance
- 6. E. M. Wilmot-Buxton: The Story of the Crusades
- 7. Doran: Knights and Their Days
- 8. I. J. Jusserand:

English Wayfaring Life in the Middle Ages

- 9. Thomas Bulfinch: The Age of Chivalry
- 10. Andrew Lang: The Book of Romance

Using books such as the above ten as material for your research, write a well-planned report on one of the following:

- 1. The Crusaders
- 2. The Feudal System
- 3. Legends of King Richard
- 4. Class Distinction During the Middle Ages
- 5. The Trade Guilds During the Middle Ages
- 6. The Robin Hood Legends
- 7. Growing Up During the Middle Ages
- 8. Life on a Manor During the Middle Ages
- 9. The Norman Invasion of England
- 10. Unscrupulous King John
- 11. An Interesting Account of the Life of Sir Walter Scott
- 12. Yeomanry

UNIT ON "IVANHOE"-13. Medieval Pilgrims

- 14. The Jews During the Middle Ages
- 15. Military Orders of Monks

CONTRACT C

Perform one of the following jobs.

- 1. Make an illustrated book, accompanied by short descrip-Make an indicated. You may make the illustrations yourself or dip them from the advertising sections of magazines.
- 2. Construct a medieval castle or Cedric's great hall at Rotherwood.
- 3. Make a model of a medieval village.
- 4. Make map of England just after the Norman conquest.
- 5. Make a plate of arms and armor of the Middle Ages.
- 6. Make a model of the tournament field.
- 7. Make plates of the costumes worn during the Middle Ages.
- 8. Draw designs of furniture used during medieval times.

CONTRACT D

Perform one or more of the following tasks.

- 1. Imagine yourself a fortune teller. What future do you see in your crystal cup for five of the characters, twenty years after the novel ends?
- 2. Retell the most exciting scene of this novel as would tell it to a group of ten year old boys.
- 3. Picture a meeting between the grandson of Ivanhoe and the granddaughter of Rebecca. Write out their conversation.
- 4. Imagine a page who looks up to King Richard writing a letter to a friend about his hero. Write that letter.
- 5. In the role of Isaac, retell the story of his adventures and trials in the grandson. trials in the novel as Isaac might tell them to his grandson.
- 6. Imagine yourself a movie producer about to make a picture of Imagine yourself a movie producer about to make a picture of Ivanhoe. Whom would you choose as your cast? Tell which scene. which scenes you would retain in your picture. Give reasons for your choice of scenes.
- 7. Write out, in play form, the dialogue for two of these scenes.

- 8. Plan a list of twenty questions for a quiz program based on the action and characters in the novel. Do not make your questions too easy.
- 9. As Rebecca, write a letter to Sir Walter Scott thanking him for the kind treatment and important place accorded you in the novel. Mention special scenes and incidents so as to be specific.
- 10. Analyze all the words on the first two pages of the novel to show their Saxon or Norman origin. Use the dictionary for this.
- 11. Imagine Rebecca and Rowena as two twentieth-century girls in love with a 1950 Ivanhoe. Imagine them meeting for tea at Childs. Write out their conversation.
- 12. Write a sequel to the novel fifty years later. Keep as close to the author's style as possible.

ESTA E. MARWIT

William Howard Taft H.S.

WHO STEALS MY PURSE CAN HAVE IT

(Tune—Glow Worm)

Grow little paycheck, bigger, bigger, Soar to a more substantial figger, You can't buy much more beer and skittles Or even necessary victuals; If you want to raise morale you Have to grow in purchase value, You can't sustain my status quo-So grow little paycheck, grow.

Climb little paycheck, higher, higher, To astronomical heights aspire, You can scarcely purchase rations, Keep me in the latest fashions; As I view each dwindling dollar, I get heat waves 'neath my collar, My life with you is touch and go-Walt Whitman J.H.S. So grow little paycheck, grow.

EDITH F. DILLENBERG

Sociodrama has long been recognized as an effective technique Sociodrama has social studies classroom. Essentially, it consists of for us in the social dramatizations for which for us in the social dramatizations, for which participants have completely unrehearsed dramatizations, for which participants have completely united to prepare. The vivid imagination of adolescents not had a chance to prepare is given an opposition of adolescents not had a change to produce is given an opportunity of investing is exploited, and the teacher is given an opportunity of investing is exploited, and air of reality. Without the use of a script, the the past with the participants project themselves into the designated roles, thus participants project understanding of the past with the past participants participants are improved understanding of the situation being disacquiring an improved understanding of the situation being disacquiring and the situation of the situation being disacquiring and the situation of the situati cussed and of the personages involved.

By using a modified form of sociodrama and combining it with the format employed on the radio and television program "You Are There," I have been able to devise several intersting, informative, and entertaining programs in my high school history classes. Whereas true sociodrama ignores all preparation and emphasizes extemporization, this modified form permits some preparation by the individual participants. However, as in sociodrama, there are no rehearsals, no written scripts, and the final performance requires complete identification with the groups and situations presented.

Special care must be exercised in the selection of a situation that is suitable for this type of presentation. It must be a situation that is fraught with dramatic intensity. Moreover, it should be an incident that comes as a climax to a whole series of prior events, so that this presentation may be used as a summary and review lesson. The presentation should lend itself to the inclusion of at least six characters, with varying points of view that are clearly

Although student participants should generally be volunteers, their selection requires a certain amount of imaginative casting on the beat control of imaginative casting on the beat control of imaginative casting on the beat control of the control the part of the teacher. Adolescents possess an infinite quantity of imaginative the teacher. of imagination. The roles should be properly distributed, so that this imagination. this imagination can be channeled and utilized realistically, without making out making excessive demands on the students' dramatic abilities.

THE NIGHT OF AUGUST 4, 1789. A typical example of a "You Are Thore" AUGUST 4, 1789. "You Are There" is one which I recently conducted, based upon the all-nich. the all-night session of the French National Assembly on August

43 4, 1789. Students were informed on Monday that the "You Are There" would be performed the following day. Monday's lesson was devoted to an analysis of the forces that influenced the work of the National Assembly. This gave the students an opportunity of evaluating the roles of the king, the nobility, the clergy, the bourgeoisie, the emigres, and the peasants. At the close of the period. I handed out the assignments to individual roles. Each accepted participant received a slip containing a description of his role, as follows:

- PART 1-Resident of Paris-What have you been doing in Paris during the past few weeks?
- PART 2-Resident of Manor-What has taken place on your manor during the past few weeks?
- PART 3-Chairman of the Committee appointed by the National Assembly to investigate disturbances-Submit an oral report of your committee's work and recommendations to the National Assembly.
- PART 4-Spokesman for Clergy-Report recent incidents that indicate loss of faith. Call upon clergy to act in accordance with their best interests.
- PART 5-Spokesman for Nobility-Stress need for unity in the face of danger. Tell of recent atrocities on your manor. Call upon Second Estate to make concessions.
- PART 6-Spokesman for Third Estate-Stress the need for immediate reforms, to prevent further outbreaks in Paris and on the manors.
- PART 7-Newspaper Correspondent from the U.S.-What has been going on in the U.S. during the past two years? What is the U. S. attitude towards the French Revolution?
- PART 8—Count Mirabeau—Why have you allied yourself with the Third Estate? What are your views on the future government of France?
- PART 9-Marie Antoinette-You are returning at a very late hour, escorted by a young nobleman. Where is King Louis? What are your views on the recent outbreaks in Paris?

The accepted participants were asked not to discuss their roles with other members of the class, as this would eliminate the element of surprise. Everyone in the class who was not given a specific

"YOU ARE THERE"_ role, was told to be prepared with an assumed role, as the roving role, was told to interview them. reporter might want to interview them.

eporter might wants received his own role, without knowing Each of the participants received his own role, without knowing Each of the Participants did not know what questions what the other roles were. Participants did not know what questions

what the outer would be followed. The next day I came in with a portable microphone, and fol-The next ua, lowed the format employed on the "You Are There" television lowed the lower than which the students were familiar. I asked the program, with Parts 3, 4, 5, and 6 to take chairs in front of the people with assumed the role of narrator. By moving from the class. I the meeting hall, to the lobby, to the courtyard, we were able to maintain interest and keep the production moving at a swift pace. Interest did not lag for a moment. Students applauded the speakers, voiced their disagreement, delivered "news flashes" to the reporters and generally adapted themselves to the situation. Among the assumed roles were Camille Desmoulins, a Parisian newspaper editor, a disciple of Rousseau's, and a spy from Austria.

UTILIZING THE POSITIVE IN RADIO-TV. In the employment of this technique, the following skills and abilities were undoubtedly aided:

- 1. The ability to make an oral report
- a. To speak clearly and distinctly
- b. To speak extemporaneously c. To think while standing before the group.
- 2. The ability to conduct and participate in an oral interview.
- 3. Ability in self-direction.
- 4. Capacity for appreciation of the men and groups who participated in the National Assembly, and an improved understanding of the forces contributing to the French Revolution.

While recognizing its potential value, educators have long criticized the numerous negative aspects of radio. Recently, much of this criticized the numerous negative aspects of radio. of this criticism has been redirected towards the new medium, television II television. However, it must be recognized that there are certain techniques techniques used on radio and television that can be adapted and transferred transferred to the classroom, where they can be utilized with a maximum of efficiency. The students have learned these techniques and will adopt the classroom, where they can be unified to the classroom. and will adapt themselves to the material that is offered.

Albert Kaminsky

Samuel J. Tilden High School

DEAR TEACHER

Here is my child: Him do I trust to you, In your care he shall grow, In wisdom and in strength, In mind, in body, and in spirit.

Let him know of the greatness of this land. Of its leaders, its government and men. Of industry and daring. And above all, of the truth that all men Are created equal before God. Teach him to be a brother, To give rather than to take. Create rather than destroy, To be gentle without sentimentality. Righteous without rancor.

Let him be manly with the spirit Of fair play, compete with others; If he be not best, let him rejoice In the strength and cleverness Of others. Without depreciation, Accept his own inferiority, or Proved superior, acknowledge Acclaim in true humility.

Guard his health, see that he Has a strong and a clean body and A wholesome mind. Mold that wild and arrogant will To the determination to serve others Rather than himself. Guide those pliant hands In the ways of industry; clasp those hands In supplication rather than clench them

In Vengeance. Lift up his soul to the Nobility of the professions. SPEEDWRITING IN BUSINESS_ Guide him, guard him; lead him in the Path of truth.

Flesh of my flesh, flower of our mating, God's gift to us, loved and treasured, Nurtured at my bosom, tenderly cared for, Watched over, wept over, prayed for-My child.

To you do I trust that which I hold Most precious;

Willingly, gladly, to your experience And learning,

Your training, your wisdom and your Skill

And above all your understanding. To you, to give that which I cannot Give.

Nor can anyone else, for you alone Are fitted, in you do I place my Trust.

A most sacred one. Do not fail me. And, oh, just love him a little bit, Won't you?

-Mom

F. J. ROANTREE

SPEEDWRITING IN BUSINESS—A STATISTICAL SURVEY

Since the subject of Speedwriting was first discussed in High POINTS, the alphabetic shorthand has been introduced experimentally in several academic high schools. The proponents of the stem claim that Speedwriting is widely and successfully used in the business most speedwriting is widely and successfully used in the business world. However, it would be unscientific to accept claims with cl such claims without a thorough investigation. The classroom is, in a sense, an investigation of the pupils in a sense, an ivory tower. The teacher cannot follow the pupils into the business of the business and tower. of competition Hand where they are faced with the harsh reality of competition. He does not know to what extent the system meets the standards which business men require.

		HIGH	POINTS	[May 10.
121	-			19541

In order to discover what happens to the Speedwriting graduate, the present writer devised the following questionnaire, returnable the present writer devised the day of the Present writer devised the billiam Howard Taft High School. It was mailed to him at the william 110 med to 448 recent graduates of the Speedwriting School in New York City.

Exhibit 1 OUESTIONNAIRE ON SPEEDWRITING

Date			_
Name			
Address	· · · · · ·		
		*	
I completed the Speedwriting Course			
I was distanced in the country of	nonths	day eve	ening
work forFirm Name			
address	Con A		
My supervisor is	-	113	NU F
PLEASE CHECK THE FOLLOWING:			
1. Do you use Speedwriting in your work?	-	yes	no
2. If not, have you ever used it on a job?		yes	no
3. Do you or did you take the dictation in a satisfa	ctory		
manner?		yes	no
4. Would you recommend Speedwriting to your frie	nds?	yes	no
5. What high school did you last attend?			
6. Did you graduate?		yes	n
7. What college did you last attend?			_n
8. Did you graduate?		yes	n

TING IN BUSINESS—	n of shorthand befo	ore	
SPEEDWRITING IN BUSINESS 9. Did you ever study another system studying Speedwriting?		yes	no
studying or stridying or			olu ev

However, it did not seem sufficient for the purpose to rely ex-10. What system was it?-However, it aid not seem students. In order to achieve an clusively on the testimony of the system it seemed deciral. clusively on the testimony of the system, it seemed desirable to secure authentic valuation of the employer as well. The combined to secure authentic valuation of the opinion of the employer as well. The combined judgment of the opinion of the chippers and employees is an excellent standard for assessing employers and employees are conditioned. employers and employees the practical value of Speedwriting. The names of the employers the practical value of operational distributions were obtained by means of the original questionand supervisors were obtained in the supervisors were disconsidered, herewith reproduced, combined with the first, confirmed to a large degree the merits of the system as well as its limitations.

Exhibit 2

Mr. Mrs. Miss referred your name to me as	s her supe	rvisor.
Would you be good enough to answer the following que		
Your name Position		t cure
Company or Bureau		
Address		
How long has the individual been in your employ?		
PLEASE CHECK EITHER "YES" OR "NO"		
a ner work done with Speedwriting satisfactory?	yes	no
Do you employ workers with other systems of shorthan	nd?	no
Does the Speedwriter's work compare favorably with the	se? —	no
Would you employ additional Speedwriters if jobs v	vere	no
Do you give a shorthand test before hiring employees?		no
		49

HIGH POINTS	May	100
What rate of speed do you use for the test?wpm.		1904]
Would you recommend Speedwriting as a shorthand system?		

The second questionnaire was sent to 100 employers and supervisors selected at random. It was returnable to William Howard Taft High School. Both questionnaires were analyzed and tabulated for the purposes of this study. The results of the survey are divided into two sections—one devoted to the employees and the other to their employers.

EMPLOYEES' RESPONSES. The first questionnaire, addressed to the graduates, brought forth 266 responses altogether. Eighty. six were returned because of change in address of the former students who could not be traced. Excluding the latter group, 73.5% answered the request. From a statistical point of view, this is an adequate number for the purposes of a preliminary investigation.

Taking up the questions, we find that the average student completed the day course at the Speedwriting School in 71/2 weeks, while the average student in the evening school finished the course in a little more than 14 weeks.

In answer to the next query, the type of employment, the responses revealed that Speedwriters had invaded every field of endeavor, including publishing companies, small private and large public concerns, supply houses, recreation, manufacturing, and education. Banking, law, shipping, medicine, transportation, insurance, and real estate were represented. Ten per cent did not indicate the nature of their jobs; seven per cent were students at institutions of higher learning at the time of the questionnaire. The 266 employed Speedwriters worked in a great variety of occupations.

Job Area of Employed Speerwriters	Per Cent of Frequency	
Job Area of Employed operation	16	
1. Publishing	8	
2. Small private concerns	8	
3. Services	8	
4. Organizations and associations	7	
5. Supply businesses	7	
6. Recreation	5	
7. Manufacturing	4	
8. Educational institutions		

SPEEDWRITING IN BUSINESS		3	
RITINO		100	
SPECE Self-employment		3	
9. ciril service		3	
11 / NELLIA		7	
		11	
All Office man		10	
13. An oute 14. No response			
14.	Total	100	

In a great number of cases the employees appended unsolicited notations of their own to the questionnaire. They sharply reveal the attitude of the recent graduates and give clues to the advantages as well as the drawbacks of the system.

C. J. D., employed by the Fund for the Advancement of Education, comments: "I can honestly say that Speedwriting is amazingly efficient, especially considering the short amount of time required to master it." D. L. refuses to give the name of her employer because she does not want it known that she does not have five years of experience behind her. She writes: "The week I graduated, I worked to my employer's satisfaction. I can't find enough words to express the thrill I receive when I am continually complimented for my speed and accuracy." D. L. had studied Gregg for one term. F. C., employed by a buying syndicate, considers "the system very good because you can take dictation and obtain a job in a few weeks."

H. S. was employed "immediately after completing my course, 2½ years ago. I have advised two of my friends to take the course and both are now competent secretaries in responsible positions." Immediately after graduation, A. M. S. was employed as a secretary to the credit manager of one of New York's largest department that the credit manager of one of New York's largest department that the section. ment stores. "My former boss was promoted to a higher position.

He was ment stores."

He was ment stores and so the store of the store He was more than pleased with my shorthand." B. R. C., employed by Time and the pleased with my shorthand." B. R. C., et at total of 9 by Time and Life, says she "studied Pitman hard for a total of 9 months at the life." Months at two different times. Always had trouble reading it back. Have no trouble means to Have no trouble with Speedwriting. Use it all the time. Comes to instinction. me instinctively."

A bank secretary adds: "Recommend Speedwriting without "Speedreservation!" G. A. M., of General Dyestuff, notes that "Speed-writing is a sold are already writing is a joy to learn and very easy because you are already

familiar with the English language." A worker for a tool manufac. turing concern, D. B., enthusiastically writes: "I really think it's wonderful, and I can't see why kids should be made to struggle with Gregg or Pitman. I show my friends Speedwriting while they're slaving away on shorthand and they feel sorry that they don't know my system. I actually found it fun to learn"

Four per cent replied in the negative and found Speedwriting "unsatisfactory." H. D., who works for Thomas Y. Crowell Company, would recommend Speedwriting to any "except career stenographers.' It is not fast enough for court reporters, or for the higher echelons of Civil Service, but for the person who uses stenography as an adjunct to his or her work, it is most satisfactory."

A somewhat larger proportion considered it sufficient for ordinary business and research work, but did not consider it efficient for top-level secretarial jobs, especially in the legal profession. E. W. H. writes: "Excellent for all business and ordinary purposes. Not practical for legal work because of speed limitations (maximum 140 words per minute)." On the other hand, another correspondent, J. L., finds Speedwriting "most satisfactory even in legal work. I have been able to take examinations before trial without trouble and that is a task that really tests your skill regardless of the shorthand used. I have been employed by several companies prior to this time, and had no difficulty in taking dictation with this method." J. L. had also studied Gregg shorthand before taking Speedwriting.

The following table summarizes the responses to Questions 1 through 4 on the employee questionnaire:

PER CENT OF SPEEDWRITERS WHO ANSWERED "YES" of "NO" TO ITEMS 1, 2, 3 AND 4 OF THE QUESTIONNAIRE

10 11 12 10 1, 2, 3 111.2 , 0	P Ali	er Cent I I Speedwr No No	
	Yes	North	2
Item on Questionnaire	86	12	0
1. Do you use Speedwriting in your work now?	91	9	
2. If not, have you ever used it on the job?		2	4
3. Do you or did you take dictation in a satisfac-	94	_	
4. Would you recommend Speedwriting to your		4	1
friends?			

SPEEDWRITING IN BUSINESS. An inspection of the affirmative percentages for the total Speed-An inspection of the annual picture. About 86% of the writer group reveals a positive overall picture. About 86% of the writer group reveals a posterior on the job. About 94% of speedwriters were using the system on the job. About 94% of speedwriters stated that they took dictation Speedwriters were using the speedwriters are now a satisfactory the total group stated that they took dictation in a satisfactory the total group stated that they manner. A total of 95% of the Speedwriters reported that they manner. A would recommend the system to their friends. In summary, a would recommend were successfully utilizing Speedwriting on the job and definitely recommend the system.

Some of the Speedwriters had studied other shorthand systems before learning Speedwriting. Twenty-four or 9% had studied perote learning of 18% had taken Gregg shorthand. Of the remaining 194 responses, 73% had studied no other system.

PER CENT OF SPEEDWRITERS WHO HAD FORMERLY STUDIED PITMAN OR GREGG AND WHO ANSWERED "YES" OR "NO" TO ITEMS 1, 2, 3 AND 4 OF THE **QUESTIONNAIRES**

Item on Questionnaire

	Yes	Per Cent fo Both Grou No No	ps .
1. Do you use Speedwriting in your work now?	A. 100 A.	15	0
2. If not, have you ever used it on the job?	92	8	0
5. Do you or did you take dictation in a satisfac- tory manner?	06	3	1
4. Would you recommend Speedwriting to your friends?	95	4	1

Fifty-six per cent of the 266 Speedwriters were college graduates. Twenty-nine per cent attended college without completing their courses. Fourteen per cent were high school graduates; almost one per cent were not even high school graduates.

PER CENT OF SPEEDWRITERS ACHIEVING THE VARIOUS ACADEMIC LEVELS Academic Level

Attack	Per Cent in Total
Granded college bus did	29
Attended college but did not graduate Graduated from college Graduated from	56
-401124-1	14
Attended high school but did not graduate	1
school but did not graduate	53

EMPLOYERS' RESPONSES. The supplementary questionnaire sent to employers amplifies the conclusions of the employees. Curiously enough, supervisors seem to be less critical than the employees. The psychological reason may be that the employee on first being tested is more conscious of his difficulties and handicaps than his employer who sees only the end result.

The list of employers embraces many different capacities and professions:

professions:		
Titles of Positions of Supervisors or Employers		Number of Cases
1. Manager		27
2. Director		13
3. Editor		7
4. Staff Assistant		7
5. Comptroller		7
6. President		6
7. Vice President		- 5
8. Partner		5
9. Physician or psychiatrist		3
10. Executive		3
11. Professor		2
12. Supervisor		2
13. Broker		
(1.00 to 1.00		1
14. Principal		1
15. Stylist		1,1
16. Attorney		1
17. Producer	£	02
	Total	92
		•

The figure of 92 indicates the number of responses received from 100 supplementary questionnaires (Exhibit 2) sent to employers. The excellent response is statistically highly significant.

Five items of the questionnaire solicit the reaction of the employer-supervisor to the work of his employee and to Speedwriting as such. The remaining items, 6 and 7, list the tests employed before the applicant for a job is hired.

Ninety-six per cent of the employers were satisfied with the Speedwriter's work. Eighty per cent had a basis of comparison SPEEDWRITING IN BUSINESS_ because they employed workers using other systems of shorthand. because they employed that Speedwriting compared favorably seventy per cent asserted that Speedwriting compared favorably Seventy per cent systems. Twenty-five per cent of the employers with the other systems duestion because they be a with the other of this question because they had no basis of comfailed to reply to this question because they had no basis of comfailed to replied 93.0% said "V-" failed to reply to who replied, 93% said "Yes," while 7% replied parison. Of those who replied, 93% said "Yes," while 7% replied parison. Of those Ninety-one per cent would employ Speedwriters in the negative. Ninety-one per cent would employ Speedwriters in the negative. I would not. Seventy-three per cent again if jobs were open; 4% would not. Seventy-three per cent again is jobs would recommend Speedwriting. Nineteen per cent did not reply would recommend the reason of another. Of those who replied, to this question for one reason or another. 90% said "Yes" while 10% replied in the negative.

PER CENT OF 92 EMPLOYERS WHO ANSWERED "YES" or "NO" TO ITEMS 1, 2, 3, 4, AND 5 OF THEIR QUESTIONNAIRE

Item on Questionnaire	Per Gent of	s for 92 Speedw	Employers riters
	Yes	No	No Reply
1. Is her work done with Speedwriting satisfactory?	96	0	4
2. Do you employ workers with other systems	80	18	2
3. Does the Speedwriter's work compare favor ably with these?	- 70	5	25
4. Would you employ additional Speedwriter if jobs were open?	91	4	5
5. Would you recommend Speedwriting as shorthand system?	a 73	8	19

Fifty-eight out of the 92 who answered the questionnaire, or 63%, are in the habit of giving shorthand tests before employing a worker. The mean rate of speed by those using a shorthand test is 93.4 words per minute. These speeds ranged from 60 to 120 words per minute. I nese speeds ranged from of his test. Only at Only three per cent indicated the rate of speed they employed for this purpose. Thirty-seven per cent dispensed with tests.

Forty per cent of the employers availed themselves of the opportunity to comment on the system. Ninety-five per cent of the responses responses were favorable, five per cent critical. Two employers rejected Special jected Speedwriting in toto.

The assistant to the president of the American Trade Publishing ompany. Company remarks: "Speedwriting has proved adequate." "The system is your of the Intermaria system is very accurate," comments the president of the Intermaritime Trading Corporation. "N. H.," remarks the managing editor of G. P. Putnam Sons, book publishers, "was a beginner when she came and has proved most satisfactory in a very demanding job," The president of the Dial Press, Inc., replies in the same tenor. "If," he writes, "you have any more like Miss H., send them along." "So far my experience has been very good," states the treasurer of the Crusade for Freedom, Inc. "Naturally," he continues, "it depends on the girl."

The supervisor in charge of the correspondence unit of the General Post Office on 8th Avenue and 33rd Street, New York City, says: "I have personally observed the rapid progress of the Speedwriters, and it has apparently been a great advantage to our veterans who are using it to a great extent." The shorthand test required by the correspondence unit in this instance is 110 words per minute. The head of the neurology department of the U.S. Naval Hospital in Oakland, California, testifies: "As a civil service employee, Mrs. G. took the shorthand test at 80 words per minute. My rate of dictation is 100-110 words per minute." "Miss H. has proven very satisfactory," writes the director of employee relations of the American Hotel Association. "Unfortunately for us, she is leaving us to be married. If you can send us another girl, we shall be happy to arrange an interview."

Other indorsements are more qualified. The associate secretary of the Carnegie Corporation of New York finds "the system adequate for normal secretarial work if the individual really learns it thoroughly, but it is often promoted as a 'short-cut method' and many girls have not taken the time to become skilled in its use." The personnel manager of the Reinhold Publishing Corporation observes: "A good Speedwriter can apparently do as well as those," using one of the standard systems, as far as regular dictation goes." She goes on to say: "We find from experience that whenever technical work is involved, the technical terminology is more easily transcribed by a Gregg student unless the Speedwriter is very familiar with this type of terminology or has been in this job for a long time."

R. C., producer, National Broadcasting Company, makes the statement that "Speedwriting students vary in their ability to pass our Steno test. Delay in transcribing notes seems, sometimes, to affect their accuracy." The personnel director of the Institute of SPEEDE RITING IN BUSINESS_ predictional Education finds Speedwriting "satisfactory for or-larguage, but not for verbatim recording of meeting."

International Education verbatim recording of meetings."

January usage, but not for verbatim recording of meetings." The plans director of the New York Journal American points The plans question unfair to attempt to rate the Speedwriting out that "it is probably unfair to attempt who has he havis of one stenographer who has he have to the havis of one stenographer who has he have the havis of one stenographer who has he have the havis of one stenographer who has he have the havis of one stenographer who has he have the havis of one stenographer who has he have the have out that "it is provided one stenographer who has had this training.

Typiem on the basis of one stenographers and secretaries who have system on the vasa of the and secretaries who have used Gregg or have had stenographers and secretaries who have used Gregg or Thate had steened these individuals were excellent. Some were inpaman. Some were in-letion. The fault is not with the system, but with the individual. Niss B. is most competent. Her performance with Speedwriting is most satisfactory. Is the credit due her or the system?"

SERIOUS CONSIDERATION. Whatever the ultimate verdict may be, Speedwriting is not a bubble. It has long passed its exregimental stage. Its accuracy is universally acknowledged. It is adequate in every instance for normal dictation and even where higher speeds are required. The extent of its adequacy depends, as it does with every system, on the human equation—the enterprise, intelligence, and perseverance of the individual. The alphabetic Speedwriting system deserves the serious consideration of those oncerned with the training of students in secretarial skills.*

WILLIAM HOWARD TAFT H. S. EDWARD R. GLEICHENHAUS

*The undersigned have had the opportunity of examing the questionhairs sent out by Mr. Gleichenhaus and the answers returned to him, as stated in this article.

Our examination of these answers convinces us that the conclusions drawn by him, as stated in his last paragraph, are to the point. Abraham Carr, Chairman Helen McConnell, Chairman Department of Secretarial Studies Department of Secretarial Studies Franklin K. Lane High School Christopher Columbus High School

ANALYSIS OF TEST SCORES IN THE 1953 REGENTS SCHOLARSHIP EXAMINATION*

DIGEST. Analysis of 1953 scholarship examination scores for a random service of 1953 scholarship examination scores for a random sample of 740 candidates has demonstrated a total test difficulty to all difficulty to the desired 50 per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and generally equivalent average score for the desired so per cent level and general score for the desired so per cent level and general score for the desired so per cent level and general score for the desired score for the d average scores from subtest to subtest. The boy-girl winner ratio (68%—32%) was closer to the boy-girl applicant ratio (66%—34%) than it is a closer to the boy-girl applicant ratio (66%—34%) than it is a closer to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—34%) than it is a companion to the boy-girl applicant ratio (66%—66%) than it is a companion to the boy-girl applicant ratio (66%—66%) than it is a companion to the boy-girl 34%) was closer to the boy-girl applicant ratio (00) was adopted as the any year since the scholarship examination was adopted as the scholarship examination two additions are the scholarship examination. adopted as the basis for awards. In this connection, two addi-

*Prepared by the Division of Pupil Personnel Services of the State Education Department.

tional steps were undertaken in 1953 as compared with previous years. One was to employ pretest results to control boy advantage in citizenship education items as well as in science and in mathematics items. The second was to employ a Part II rating scheme that would increase the dispersion of Part II scores and allow Part II to carry an effective weight in the examination more closely approximating its assigned weight. Both steps were apparently successful in accomplishing their purposes and should be continued in future years. In addition, in order to increase the effective weight of citizenship education items in the examination, consideration will be given to pretesting a larger number of citizenship education items each year.

INTRODUCTION. As part of the regular and continuing program of scholarship test study, an analysis has been made of candidates' scores in the 1953 Regents Scholarship Examination. As in previous years, a random sample of 740 candidates was taken from the total population. Ordinarily, Part II papers are rated only for those candidates ranking in roughly the top third of the candidates on the basis of combined scores in Parts I and III. However, in order to obtain a picture of the operation of the test as a whole, the Part II papers were rated for all candidates in the 3 random sample.

AVERAGE TEST DIFFICULTY. In order to achieve maximum differentiation among scholarship winners, items were selected for the examination which, on the basis of pretest results, were expected to yield an average score of about 50 per cent. Table 1 indicates the average raw score and the average percentage actually earned by the candidates in each subtest of the 1953 examination, and also in the 1952 examination for comparative purposes.

As a whole, the 1953 examination approached the desired level of difficulty very closely. The average score was 234 out of 2 possible total of 464, or about 50 per cent. Variation in the difficulty of the subtests was relatively small. In general, the subtests in the 1953 examination tended to cluster more closely around 50 per cent difficulty than the corresponding subtests in the 1952 examination. Particularly noteworthy, in view of special efforts in 1953 to obtain a distribution of Part II scores comparable with the distribution of scores in the objective subtests, is the average score of 51 per core. of 51 per cent in the Part II essays, in comparison with Part II scores of 37 scores of 37 per cent in 1950 and 27 per cent in 1951.

REGENTS SCHOLARSHIP EXAMINATION

Average Difficulty of Regents Scholarship Examination Subtests

20040			19	53	1952	
English	Credits	Items	Average Raw Score	Average Per Cent	Average Raw Score	Average
Part II	90	2	45.7	51	52.6	58
Objective Eng Literature	lish 54	54	25.3	47	27.4	51
Vocabulary	20	40	11.0	55	10.6	53
Grammar	17	17	10.6	61	10.7	63
Spelling	5	10	2.9	58	3.0	60
TOTAL	96	121	49.8	52	51.7	54
Combined . English	186	123	95.5	51	104.3	56
Citizenship	144	72	68.9	48	73.0	51
Science	42	42	22.8	54	20.6	49
Mathematics	40	20	20.0	50	22.0	55
Health	20	20	11.4	57	12.1	60
Art	16	16	7.8	49	8.2	51
Music	16	16		49	8.7	54
Total	464	309	234.3	50	248.9	54

_HIGH POINTS [May, 1954] BOY-GIRL DIFFERENCES. The ratio of boy to girl winners BOY-GIRL DIFFERENCES Regents Scholarship Examination approach to girl applicants more closed applicants applica proximated the ratio of boy to girl applicants more closely than in any previous year since the scholarship examination was estab lished as the basis for awards. In 1953 boys constituted 58% of the candidates and won 61% of the awards. (Table 2)

Table 2 Boy-Girl Winner and Applicant Ratios in the Regents Scholarship Examination 1953-1944

	Win	Applicants		
Year	% Boys	% Girls	% Boys	% Girls
1953	61	39	58	42
1952	66	34	58	42
1951	68	32	57	43
1950	64	36	58	42
1949	65	35	58	42
1948	77	23	60	40
1947	76	* 24	59	41
1946	69	31	54	46
1945	65	35	, 52	48
1944	71	29	_	-

This increasingly favorable boy-girl picture is no doubt due in part to the statistical control exercised on the basis of pretest data. Analysis of the 1948 examination indicated that the difference between total test scores of boy and girl winners could be attributed in large part to their relative performance in the mathematics and in the mathematics matics and science subtests. The girls achieved higher scores in Part II, but not to a sufficient degree to overcome the boy advanREGENTS SCHOLARSHIP EXAMINATION_ Beginning with the 1949 examination, use in the other subtests. Beginning with the 1949 examination, use in the other subtests. Beginning with the 1949 examination, therefore, one criterion in selecting science and mathematics items therefore, one criterion in solution difference between the success has been that there be a minimum difference between the success of girls on these items. has been that there is and the success of girls on these items. Analysis of the of boys and the success revealed that the remaining of boys and the second that the remaining part of the 1951 and 1952 test scores revealed that the remaining part of the 1951 and 1972 which the average score of the boys exceeded examination in the average score of the girls was the citizenship significantly the average score of the girls was the citizenship significantly the chizenship education subtest. In 1953, therefore, boy-girl differences in the education subtest were also controlled for the first time.

Table 3 Average Scores of Boys and Girls in Selected Subtests of the Regents Scholarship Examination 1953 and 1952

	1953			1952			
Subtests	A Credits	vg. Raw : Boys	Score Girls	Boy Advantage	Avg. Rav Boys	v Score Girls	Boy Advantage
Part II	90	43.3	49.1	—5.8	50.9	55.0	-4.1
Citizenship	144	70.5	66.8	+3.7	76.4	68.2	+8.2
Science	42	24.3	20.8	+3.5	22.1	18.6	+3.5
Mathematics	40	21.6	17.8	+3.8	24.1	19.2	+4.9
Combined	316	159.7	154.5	5 +5.2	173.5	161.0	+12.5

Table 3 indicates that in the four critical areas of the examination—Part II, citizenship education, mathematics, and science—the combined to the combined boy advantage was held to a total of about 5 points in 1952 in 1953, as compared with 12½ points in 1952. The 7½ point decrease in 1 decrease in boy advantage was due roughly to a 4½ point decrease in boy advantage was due roughly to a decrease in boy in boy advantage was due roughly to a 4½ point decrease in boy advantage in the citizenship test, a 1 point decrease in boy advantage advantage in the citizenship test, a 1 point decrease in Part II in Part II.

It should be noted that statistical control of the boy advantage the objective noted that statistical control of the boy advantage in the objective parts of the test has probably reached its maximum the 1953 area of the test has probably reached its maximum and the statistical control of the boy automation of the items in the 1953 examination. Since so large a proportion of the items pretested in the interest of the test has probably reached its manner of the items pretested in the items in the items of the items pretested in the items of th pretested in these areas show sizable boy advantages, it would

be extremely difficult to achieve still further reduction of the boy advantage without lowering standards of item selection to the

Another factor tends to limit the effectiveness of controlling sex differences in average test difficulty on the basis of pretest data It has been found each year the standard deviation of boys' total test scores exceeds the standard deviation of girls' total test scores, That is, the superior boys tend to surpass the average boys to a greater degree than the superior girls tend to surpass the average girls. Even if boys and girls were to have the same average score, therefore, the best boys would tend to achieve relatively higher scores than the best girls and it may still be expected that more boys than girls will generally be found above any cut-off point for scholarship awards.

RELATIVE WEIGHTS OF TEST PARTS. The boy-girl winner ratio is affected not only by the standard deviation of total test scores but also by the standard deviations of the subtests. The actual weight which a subtest carries in determining the final total examination score is dependent upon the standard deviation of that subtest in relation to the standard deviation of the other subtests in the examination. It has been found that girls tend to have greater success than boys in Part II. The weight of Part II in the total examination depends upon the relative size of its standard deviation. If Part II has a relatively large standard deviation, the advantage of the girls in this subtest will play a larger role in the total test.

On the basis of assigned credit, Part II should have about twice the weight of science or mathematics. It was found in 1952 that, on the basis of dispersion of actual test scores, Part II carried only 1.6 times the weight of science and 1.1 times the weight of mathematics (Table 4). In relation to citizenship education, the effective weight of Part II approached its assigned weight, but this was due to the fact that citizenship education itself did not carry its proper weight in relation to the remainder of the examination.

In rating Part II in the 1953 examination, therefore, special efforts were made to obtain a wider spread of Part II scores and thus allow Part II thus allow Part II to carry an effective weight comparable to the weight it is assigned. Table 4 indicates that the standard deviation REGENTS SCHOLARSHIP EXAMINATION__ of Part II scores was increased from 9.8 points in 1952 to 12.8 of Part II scores are result, the effective weight of Part II in the points in 1953. As a result, the effective weight of Part II in the points in 1979. The points in 1979. The points in 1979 are it should be or mathematics, as it should be.

citizenship education presents a special problem. Each year it Citizenship character for a proposition of the objective portions has been found that the effective weights of the objective portions has been round approximate the assigned weights rather closeof the examination of citizenship education. In general, it is ly, with the exception of creations are statistics to the examination of citizenship education. ly, with the basis of pretest statistics to build a subtest which possible on the possible of th among citizenship education items, however, is relatively high. As a result, after screening on the basis of boy-girl differences and difficulty level, insufficient items remain for selecting items of sufficiently high average discriminating power to provide the assigned standard deviation or weight. The solution is to provide a larger number of citizenship education items for pretesting each year than is required in other areas, so that a sufficiently large number of discriminating citizenship education items will remain after screening.

Table 4 Standard Deviations and Relative Weights of Selected Subtests of the Regents Scholarship Examination 1953 and 1952

Subtest	Credits	Assigned Weight of Part II in Relation to Subtest	Standard Deviation	953 Effective Weight of Part II in Relation to Subtest	Standard Deviation	952 Effective Weight of Part II in Relation to Subtest
Part II	90	_	12.8	_	9.8	_
Citizenship Education	144	.62	16.5*	.78	17.2	.57
Mathematic	cs 40	2.2	7.0*	1.8	8.6	1.1
Science *Estimo	42	2.1	6.4*		6.3	1.6

es, es, on basis of item statistics rather than actual test

A HANDBOOK FOR PARENTS AT THE HIGH SCHOOL OF SCIENCE

The Parents Association of the High School of Science over the years has sponsored many valuable projects that were designed to supplement the work of the guidance committee of the school, It has provided the services of a part-time psychologist and social worker. It has made available part-time clerical help to assist with the extremely heavy burden of preparing college transcripts in a school where 98% of the graduates go to college. It makes available a small fund for the purchase of a variety of guidance materials such as reference books and tests.

One of its recent ventures has been the publication of a Handbook for Parents prepared under the direction of the chairman of the school's guidance committee. Now appearing in its second edition, the pamphlet's subtitle, Some Important Questions and Answers About the School Your Child Attends, suggests the nature of its contents. This eleven-page pamphlet, published by the Parents Association as a service to its members, has become a basic reference source for parents seeking information on any phase of the life and work of the school.

The pamphlet is divided into several sections covering the following topics: School Procedures, Academic Work, Guidance Program, Physical Welfare, Extra-Curricular Activities, Parents Association. A total of 54 basic questions are asked and concisely answered under all of these topics. An index listing 43 important phases of school life makes it possible for parents to find answers to questions on all subjects ranging from "Absence" to "Transportation." A typical question-answer reads as follows:

Question—"How much homework shall I expect my child to do?"

Answer-"Homework averages about one-half hour for each major subject. A good average represents about two hours a day. Any extreme variation from this average in either direction is a danger signal."

Our parents have been very enthusiastic about the handbook. Their intelligent use of it has contributed substantially to the ON TEACHING COLLEGE REFERENCE MATERIALS_ adjustment of their children to the school. No longer is it necessary adjustment of whim of a child to bring home an important school to rely on the whom of importance relations to the problem of the problem of importance relations to the problem of the pr to rely on the winds of importance relating to school routine is notice. Every problem of importance relating to school routine is notice. Every Problem in the handbook that each parent receives when fully covered at the school his child is registered at the school.

ALEXANDER BREINAN

Bronx H. S. of Science

ON TEACHING COLLEGE REFERENCE MATERIALS

Haaren High School is a comprehensive high school in New York City. Its students are drawn from all five boroughs. There is a wide range in student abilities, interests, and post-high school goals.

Having helped seniors in obtaining information from college catalogs and having given advice to them about their choice of college, I have noticed that many of these college-bound students seem lost when it comes even to the most rudimentary knowledge of college-entrance information.

I felt it would be a good idea to try to instruct these seniors on the fundamentals of college information. The fact sheet, which appears below, I drew up after consulting basic references.

Students came in as groups with their English classes. We gave each student a mimeographed sheet. One student read each paragraph aloud. Questions and discussion from the floor were encouraged. After the formal part of the lesson, each student was given a college catalog, from which he was expected to answer the questions included on the mimeographed sheet. Librarians and English teachers gave students individual help during this practice part of the lesson.

The mimeographed sheet reads as follows:

ON GOING TO COLLEGE

More and more students are going to college in our country. While in 1940 186,000 students graduated from American colleges: 1940 186,000 students graduated from American colleges in 1940 186,000 graduated from 1940 186,000 graduated fro colleges, in 1940 186,000 students graduated from ated. 1951, only eleven years later, nearly 500,000 graduated. In choosing a college or deciding about college, you should

take the following into consideration:

1. Your vocational interest. A job is something you may hold for a lifetime.

2. Your financial resources and those of your family.

- 3. Your willingness to put forth effort in college. Most colleges will require at least double the amount of home work time you put in at high school. At times you'll have to burn the midnight
- 4. Your interest in, and possibilities of, living away from home. Our country is bigger than New York City, and college is an excellent opportunity to get away from home and meet different people.
- 5. Your ability. If you are merely an average student in an average high school, don't expect to get into M.I.T.
- 6. Your extra-curricular interests and activities-religious, political, technical, and social.

SOURCES OF INFORMATION. The sources of information about colleges, scholarships, etc. are many. There are books devoted almost solely to listing scholarships. As long ago as 1830 a famous French writer, De Tocqueville, noted that Amercans because of their physical isolation from the rest of the world, and because of the wide extent of political democracy, formed more associations proportionally than any other nation in the world. Many of these groups, it should be noted, have their own scholarships and loans. To cite just a few: (1) Wealthy alumni of colleges often give money to these schools for people whose last name coincides with their own. Harvard, for example, has scholarships for students whose last name is Anderson. (2) Pennsylvania has two scholarships for blind students. (3) General Electric, Eastman Kodak, Catholic, Jewish, and Protestant groups all have grants that sometimes go begging. ON TEACHING COLLEGE REFERENCE MATERIALS_ It might be a good idea to ask your priest, rabbi, or minister It might be (4) Organized labor has scholarships for sons and about them. (4) members. If your father are sons and about them. of its members. If your father runs an elevator, his daughters of its members to Columbia The daughters of the daughters of the scholarships to Columbia. The range of possibiliunion has limitless, and we may just touch on it here.

Two books you should know are Lovejoy's College Guide (revised edition) and Brumbaugh's American Colleges and (revised Universities. Lovejoy's is a "complete reference book to 2,049 American colleges and universities." It discusses costs, scholar-American costs, scholar-ships, loans, admission procedures, career choosing, your college snips, totales, sold college ratings. Here is a sample rating:

(1) STEVENS INSTITUTE OF TECHNOLOGY, Hoboken -Urban environment; men's privately endowed non-denominational engineering college; started 1870; 1,816 men, including graduate division; lib. 37,000 vols.; fac. 1:10; ranks 115th "Who's Who" 55 names; regional accreditation; Middle States Assn.; professional accreditation; ENGR 11.

Tuition \$700; typical expenses \$1,900; dormitories and dining halls; 10 national fraternities, members permitted to live in houses; 140 scholarships from \$100 to full tuition; loans total more than \$12,000 a typical year; intercollegiate athletics but no football; at least third of students earn all or part way; Stevens has unique plan whereby savings for college costs may be amassed by family beginning several years in advance of son's admission.

Undergraduate curriculum in general engineering; graduate curricula are largely in evening programs; including branch at Dover, N. J. for convenience of Pitcattinny Arsenal technical staff and others; degrees offered are M.E., M.S., and Ph.D.; course in hydro-dynamics to test ship design in institute's experimental towing tank laboratory available; Air Force ROTC.*

The College Catalog. This is your single best source. A sample catalog will describe the following:

1. Admission requirements. 2. Residence and citizenship requirements. quirements. 2. Residence and requirements. 5. Residence and procedure. 5. Fees. 3. Certification. 4. Admission application procedure. 5. Fees—tuition, room, board. 6. Courses of study. 7. Facilities and social vision, room, board. 6. and social life.

Permission to use granted by Clarence E. Lovejoy, editor and compiler of Lovejoy's College Guide, editor and publisher of Lovejoy's College Guidance Discrete Guide, editor and publisher Counseling Service, Guidance Digest, and head of the College Admissions Counseling Service, 1475 Broadway, New York City.

HIGH POINTS [May, 1954] Questions to Test Use of College Catalogs

- 1. How many years of English do you need to be admitted? . . .
- 2. Does the Physics or Science department offer a course on
- 3. What does it cost to share a room on campus? . . .
- 4. Does it cost more to go to college if you live out of the state than if you are a resident of it? ...
- 5. How many years of history will you need to take if you are a physics major? ...
- 6. How many credits do you need to graduate? . . .
- 7. Will you need a transcript of record to certify your high school records? . . .
- 8. Is there a chapter of Alpha Phi Omega on the campus? ...

EMPHASIS. Although the college catalog receives a brief treatment on the mimeographed paper, in point of time during the lesson it receives the major share of attention. The librarian and English teacher explain each of the seven items carefully and draw from their own personal experiences.

The students were reminded several times to view the college situation with caution. Students may draw the wrong conclusion that it is a very easy matter to be admitted or receive a scholarship unless they are warned of the obstacles.

RESULTS. The library was a very busy place in the days following. Students came in large numbers to ask questions about college requirements, scholarships, etc. It is my belief that this lesson helped give the students needed information and guidance on this most important problem.

EDWARD B. KATZ

Haaren High School

1.MAGINATION -

I_MAGINATION!

All too often teachers are inclined to belittle the powers of All too order vocational high school students. Here is proof imagination of the powers are there even though the results may be askew.

Recently we gave a final test to an exploratory printing group Recently we go the six-week course. The answers given to some of the questions are shown below, and prove beyond doubt the fertile receptivity they have for word forms.

In answer to the question "Who invented printing from movable type?"—

Gopenberg	Gentuber	Gutenbug
Godenburg	Gusterbang	Gentenburg
Gotenguge	Grotenberg	Gougtburgh
Gouenburg	Goutinburgh	

To the question "What famous American was a printer?"—

Abramham Lincoln Ben Franlien Ben Tamlin Benjam Franklyn Bengermess Fraklyn Franklin Roosevelt Benjiam Framklion

To the question "What did you like most about the printing course?"__

The end of it. Feeling the press.

Because the work is easy and not so difficult.

The work is not really work at all it's more like playing and the work is very easy.

To the question "What liquid do we use to wash off printer's

tubentime benzeen banzine beenzeen	begzine penzine	binzen bencen benzzen	lenzine bazzis carisen
	benziene	rags	

To the question "What writing tool was used before the invention of printing?"-

quil quided quaill quail

quilt bruch

aull pen chesel

bern stic

DAVID M. TEICHLER Williamsburgh Vocational High School

"A DARRLIN' WORD, A DARRLIN' WORD

barnacular (n.)—officialese English (cf. mimeographed notices)

dulcify (v.)—to soothe, to bring to order

frampold (adj.)—soured rather than sour, as in "I lead a frampold life"

gleek (v).-to attempt a joke ("I can gleek upon occasion," said Bottom to Titania)

haverel (n.)—one who may be speaking sense but is taking a long time about it

hirple (v.)—to behave like a haverel, as in "This haverel was hirpling along"

moonling (n.)—dreamy fellow

mulligrubs (n.)—what moonlings fall into

quiddle (v.)—to be petulantly precise, as a chairman of depart-

refocillate (v.)—to renew the fire

scobberlotcher (n.)—average pupil: there is no harm in him and no hope for him

tourbillion (n.)—a firework which gyrates; anything which goes round and round; teacher

—(Adapted for School Use from "A Word in Your Ear" and "Just Another Word" by Ivor Brown)

Book Reviews

THE HIGH SCHOOL STUDENT: A BOOK OF CASES. By John W. Dryden Press, 1953, 271 pp. M. Rothney. Dryden Press, 1953, 271 pp.

After the pedagogy courses have been forgotten and after the model After the pedagon placed in the circular file, teachers are still conlesson plans have been problem: how to know the individual student. Each fronted by the eternal problem our classrooms between the party march into our classrooms between the problem. fronted by the exercise into our classrooms, heterogeneous and quiverterm 1/2 students and quiver-term 1/2 students in various stages of readiness for learning. Our ing pieces of protoplasm in various stages of readiness for learning. Our ing pieces of process are directed to uncovering the personality behind the efforts and our card, to personalizing the body in the third seat or the number that is listless.

How can we know them? One technique—the case study method is demonstrated in The High School Student. This book is not a text on is demonstrate the best therapeutic counseling procedures. It is not designed to illustrate the best therapeutic methods for dealing with problems. It does not offer pat formulas for handling difficult children nor present the reader with the key to all educational mysteries.

But The High School Student does serve one major purpose: it illustrates the devices that can be employed in piercing the veil that conceals the individual personality. Because teachers should be familiar with these devices, they will be interested in this book despite the fact that it blazes no new trails and despite the fact that it was written for undergraduates rather than for experienced personnel.

Although New York City teachers may not see reflected in the cases described here the character traits of their favorite deviates, the pupils whose cases are presented in detail do represent a cross-section of the country. The pupils described were subjects in an experimental study of counseling of high school students. From the total group in the experiment, 27 students, representing every fourteenth case, were selected. Of these, 14 lived on farms or in suburbs, 13 in towns or cities. On the Henmon-Nelson Test of Mental Ability the average percentile was 54. The data used for studying these pupils were the kind obtainable in any public school situation: academic records, attendance and health information, conferences, written reports, questionnaires, tests, and cumulative records.

On the basis of these data, the case studies that form the body of the book were prepared. For convenience, the author grouped the 27 cases somewhat call a case the ones in somewhat arbitrarily into five categories: the troubled ones, the ones in trouble the troubled ones. trouble, the happy ones, the physically handicapped, and the quiet ones. Each case study is preceded by questions to direct the thinking of the reader and in the physically handicapped, and the physically handicapped ha reader and is followed by stimulating questions for class discussion. The concluding sections for class discussion of concluding sections for class discussion. concluding section, the weakest part of the book, is a confused outline of several principle. several principles of adolescent development, using as illustrations the 27 cases previously reported.

The objectivity of the book is somewhat vitiated by the tendency of the

_HIGH POINTS [May, 1954] author to interpret data, using information that has not been presented or employing psychiatric insight denied the average reader: "From these and to derive a strong need for in the se and other experiences Nancy seemed to derive a strong need for independ ence—to be free from the ministrations and solicitousness of others, to literally 'stand on her own feet.'" Or again: "Perhaps this femininity was simply a way for Leslie to tell her father that she resented her masculine name and his attempts to make her into the son he wanted." Remarks like this bewilder and antagonize the reader. They are based on data that have not been included or on psychiatric judgments that can be formed only by

Nonetheless, The High School Student is valuable and useful. It makes a fervent plea for studying the individual student. By reviewing and illustrating case-study techniques, it convinces us that such study will lead to more complete understanding of the personalities we face across

AARON N. MALOFF

LET'S TALK SENSE ABOUT OUR SCHOOLS. By Paul Woodring. McGraw-Hill; New York, 1953. 215 pp. \$3.50

What is Sense? What's a "mere fact"? What is Specialization? Generalization? Experience? What is Truth? What is good education for American children? asks our author.

On Christmas day Ingrid climbed into my lap and demanded a complete reading of Stuart Little. Never loath to recite E. B. White, especially when beseeched by a lady of seven, I lived for an hour with this two-inch mouse. You remember how, somewhere along the Saw Mill River Parkway, Stuart encounters the Superintendent of Schools, sitting on the curb, distraught because Miss Goldsand, the teacher in P.S. 7, is sick that day, and no substitute is available. "This is an impossible situation," says the Superintendent. Stuart replies, "Of course, it's bad, but it's not impossible. I'll try it for a day." So he takes command. After brushing off the necessity for arithmetic, spelling, and writing, he assumes the role of Chairman of the World. He asks for some good laws. The children propose "Nix on swiping anything," and "Don't be mean to anybody." "Now," says Stuart, "Johnny, you be mean to Kathryn." Johnny swipes Kathryn's beloved pine pillow and is mean to her, while the class learns nix on swiping anything and not to be mean to anyone. While it is all play, they do something above in A thing about it. A mere fact becomes an overt act, a generalization becomes a specialization, and experience becomes truth.

Ingrid loves that scene, fantastical as it is. We think it is good education for American children. We think it makes a lot of sense the kind of sense that West. of sense that Woodring is talking.

Throughout fourteen chapters of Let's Talk Sense About Our Schools Throughout Touries excellent sense. (Definition number 20 among the 24 the author is Hashridged: "Meaning that is rational and the sense are t the author Willes ("Meaning that is rational or intelligible. 'He in Webster's Shakespeare.'") However, in the fifteenth in Webster's Shakespeare.") However, in the fifteenth chapter, he bogs speaks sense. Shakespeare futility by pricing generalization speaks sense. Smarter futility by pricing generalization out of the educadown into academic in the sixteenth chapter, which he failed to write, he tional market. The those really fundamental laws of learning which add says nothing about those really fundamental laws of learning which add up to "learning by doing."

Make no mistake. This is an important book, one that every teacher and Make no board of education member should read. The author does a number of important things.

- 1. He writes with a light touch He deals engagingly with topics that usually deteriorate to a bad case of solemnity. See his story of fly-casting as a school subject.
- 2. He treats the Dewey phobia with a strong dose of extra-common sense. He urges the reading of Dewey's Experience and Education. "This is the most readable of Dewey's books and one that should be read with care by all who wish to see the difference between Dewey's own ideas and those who profess to be his followers . . . If this book were unsigned, many readers would say that the writer was not a progressive but a moderate individual taking a position midway between progressivism and the better aspects of traditional education." (For those who like stronger meat, I guarantee many moments of educational excitement in Dewey's Art As Experience. Read a chapter at a time, and give yourself a year to finish it. Then re-read it.)
- 3. He discusses "progressive education" (in quotes, of course) with sound understanding and genial wit.
- 4. He handles the problem of discipline superbly.

As I riffle through the pages of Let's Talk Sense, and note my question marks, and exclamation marks and triple underlinings, and marginalia, lam sometimes confused and slightly confounded:

- 1. "Theory is the most practical of all things; it is most practical because it has the widest applications. For us who live on the surface of this time. this tiny planet the laws of mechanics which have served so well for the past time and the laws of mechanics which have served so well for the past two or three centuries will continue to be stable and useful facts for the mechanics will continue to be stable and useful facts for the mechanic of the coming years." Elsewhere, "Even in such apparently practical practical areas as vocational training the best training for a period of change is not a vocational training the best training for a period of change is not a vocational training the best training for a period of change is not a vocational training the best training for a period of change is not a vocational training the best training for a period of change is not a vocational training the best training for a period of change is not a vocational training the best training for a period of change is not a vocational training the best training for a period of change is not a vocational training the best training the best training the company to the change is not a vocational training the best training the company to the change is not a vocational training the best training the change is not a vocational training the best training the change is not a vocational training tr change is not that which is most specific or most immediately useful."

 (But no law. (But no law or generalization is ever comprehensible if the specifics are not known but these too are good, not known by the senses, the muscles, and the mind. These too are good, are in fact find. are in fact fundamental, in education for American children.)
- 2. "What is so mere about a fact? Facts are essential; sound judgments be made with the about a fact? Facts are essential; sound judgments among the made of pragmatism cannot be made without them. Let no one tell us in an age of pragmatism

HIGH POINTS [May, 1954] there are no facts sufficiently stable to be worth teaching or that facts are unimportant." (What is so mere about a fact or an action is its lack of unimportant." (What is so mere about operation—all of which emerge knowing a fact or possessing a skill to from experience. Moreover, knowing a fact or possessing a skill has no value in life unless it expresses itself in some kind of behavior.)

In the preface Professor Woodring emphasizes the fact that "this is In the presace Processor wooding the sale that "this is not a book of answers for those who seek to find their own answers." It is not a book of answers for these good answers but also one that suggests many a sound answer. This reviewer can conclude only with his own answer, foreshadowed in the foregoing paragraphs and evoked by a quotation: "It would be comforting to be able to report that the discipline of the gridiron carries over to other aspects of the boy's life, that the disciplined athlete shows the same discipline in his attack upon a problem in geometry or the mowing of the lawn at home. It would be assuring to point out that his respect for his coach and for the referee carries over to a respect for parents, employers, and policemen. Unfortunately there seems to be little evidence of any such transfer. The half-back that seems so well disciplined on a Saturday afternoon gives way easily to fatigue when asked to weed the garden, ignores his father's sage advice, and is rude to his Aunt Nellie. This evidence of a lack of transfer seems to be confirmed by the findings of research psychologists who report that character traits are, in the main, specific to the situation. Even habits of honesty do not carry over very well from one situation to another."

I strongly suggest that no traits—intellectual, emotional, or physical carry over easily to other situations unless there are many like elements in both situations. Actions, behavior, decisions are otherwise peculiar to each situation. So, generalization—laws of mechanics, moral principles, social behavior—are learned only from repeated individual acts and are maintained only through persistent practice of such acts.

FRANKLIN J. KELLER

LIFE ADJUSTMENT IN ACTION—A Symposium. Edited by Franklin R. Zeran, Dean, School of Education, Oregon State College. Chartwell House, Inc., New York, 1953. 541 + vi pp.

A generation ago the password in secondary education was the "seven cardinal principles." Textbooks on high school subject matter and peda gogy paid obeisance to these principles—if only in their prefaces. For the last few years the shibboleth has been "life adjustment education." The new slogan had its origin in the now famous Prosser Resolution of 1945 which proclaimed the contract of the proclaimed th which proclaimed that the high schools were neglecting the 60 percent of their pupils and that the high schools were neglecting the skilled of their pupils who were not being prepared to enter college or a skilled occupation. This resolution is a second of their pupils who were not being prepared to enter college out of occupation. This resolution led to the setting up of commissions out of which has developed the title which has developed the life adjustment education movement. The objecBOOKS — movement are not new; they are rewordings of the goals set tives of this movement Policies Commission, the American Vocal tives of this movement. Commission, the American Youth Commission the Lorhers. Except for a shift of emphasis to the indication. by the Educational Figure 1 and others. Except for a shift of emphasis to the individual student, sion, and others differ little from the seven cardinal principle. sion, and others. Interest little from the seven cardinal principles. What is the objectives differ little from the seven cardinal principles. What is the objectives times to secure implementing action at the local level. Also new, is the primary stress upon holding power as a measure five level. new, is the primary stress upon holding power as a measure of the effective is the primary stress upon holding power as a measure of the effective of a high school program. new is of a high school program.

Life Adjustment Education in Action is a collection of articles conributed by educators prominent in their fields. The first chapter provides tributed by excellent, survey of developments in American secondary a brief, put to 1945. The next two chapters describe the genesis of education process of the life adjustment education movement, its guiding principles and its the life and its goals. The concluding chapter deals with methods of putting the program goals. The program into action in a particular school or school system. Some of the other secrious treat of specific subject areas: e.g., marriage and family life, language arts music, and agriculture. The remaining chapters consider such topics at the general principles of curriculum construction, guidance, the community, and work experience programs.

Dr. Galen Jones, in the preface, says the book "will provide much of the know how' for which there is an insistent demand." Its subject matter is of such importance that this reviewer wishes he could confirm Dr. Jones' prediction in full. The authors are all on the side of the angels, but too many offer too little beyond generalities. The value of the book will depend upon the reader's background. Those unfamiliar with work experience programs will find the chapter on that topic useful. The discussion of instructional materials will prove valuable to the teacher seeking devices other than the traditional ones. Most teachers will find the chapter on marriage and family relations interesting and provocative. The writer on the cocurriculum contributes a worthwhile analysis of the activity period as a means of improving the extra-curricular program. The final chapter contains some sound suggestions for initiating the life adjustment program in a particular school. The author advocates common learnings or core classes coupled with differentiated courses that allow for varying interests and abilities. He contributes some illuminating comments on the " the "squeeze-out" procedures incident to the traditional high school

Most high school teachers are fully aware that fundamental changes are necessary if the high school is to be a better job of meeting the needs of all the public of the proliferaall the Pupils that it is called upon to serve. They know that the proliferation of diluted courses and makeshift adjustments are inadequate expedients. The life dients. The life adjustment education movement offers hope of effecting basic improvement will basic improvements. Teachers not acquainted with this movement will find it well works. and it well worth their time to read Chapters 1, 2, 3, 5, and 24 and such other parts of all other Parts of the book as may interest them.

JACK G. DEUTSCH

HIGH POINTS [May, 1954] HOW TO MAKE AND BREAK HABITS. By James L. Mursell, J. B.

This is another of a long series of self-help books designed to aid This is another or a rong series and to themselves. The author's main thesis is briefly that habits, which include not only such obvious main thesis is prieny that habito, which also attitudes and emotions skills as playing golf or typewriting but also attitudes and emotions, are skills as playing gon or typewarms are forms of behavior which exist for a definable purpose and maintain themselves for a definite purpose, "Habit formation is a process of discovery. We form habits by discovering a method of solving a problem, a method of achieving a purpose, a method of obtaining a satisfaction. The method we discover becomes standardized, i.e., habitual, because it is satisfactory, because it works well enough to suit us or because it is the best method we can find, even

Physiologically and structurally, the persistence of habits does not depend upon or result in any recognizable habit trace, pathway, or groove which is stamped into the nervous system or brain. Consequently, learning may take place after only one performance of an act, without any repetition at all, or learning may take place despite the fact that all the initial responses are incorrect. Purpose and satisfaction, rather than practice. cause habits. Therefore, the key to the elimination of bad habits is the intelligent perception of the satisfactions and purposes involved in the perpetuation of the bad habits and the reorganization of old habits or the introduction of new habits which will accomplish the same purposes and give the same satisfactions. Exhortation and exorcism either in one's personal life or in the classroom will do little to banish bad habits.

It is obvious that this book is subject to the same objections that all self-analytic books are subject to: the basic unwillingness or inability of people to admit their faults or to face reality, the lack of ability in analyzing and interpreting correctly one's motives and behavior, the fact that the source of much of our behavior is repressed or hidden in the unconscious and therefore unknown to the seeker, and the fact that the very factors which caused the bad habits in the first place may frequently operate to prevent the individual from honestly perceiving and analyzing his difficulties.

The book, however, is a good one for teachers who wish to review the inciples of normal land habits. principles of new habit formation, the reinforcement of existing habits, and the benefit of existing habits, and the breaking of old habits. Dr. Mursell is a noted educational psychologist an authorized gist, an authority in learning theory, and the author of many well-known texts in the field of advanced to the principal texts in the field of education and psychology. Since one of the principal objectives of teaching in the state of teachin objectives of teaching is to inculcate in students proper habits—behavioral, attitudinal and amortism. attitudinal, and emotional—the teacher should have at his immediate command the basic artistic book mand the basic principles of making and breaking habits. This book presents those principles of making and breaking habits. presents those principles of making and breaking habits. The presents those principles very clearly and interestingly amid a wealth of VISION IN TELEVISION. By Hazel Cooley. Channel Press, 80 pages.

The author of this research project on the development and possible The author of the future of non-commercial, educational television, (almost impossion, leaves it to us to preface her findings with the sub-title, "Lack of . . ." leaves it to the impoverished state

A painstakingly annotated, scholarly summary of the impoverished state of educational TV in America, the contents include:

1. the background of broadcasting,

JORDAN HALE

- 2. a philosophy of education for TV,
- 3. a chapter entitled, "Through the Glass, Darkly."

In addition, there are three highly illuminating, equally dismal appendices by acknowledged authorities in the field (including Commissioner Frieda B. Hennock of the F.C.C.) and a reproduction of a Times article by Jack Gould's pointed condemnation of the industry as the closing note of the mined by what people look at rather than what they read," Miss Cooley presents in all her evidence the recurrent blatant disregard of public needs, the refusal to acknowledge that television, like the press, is in constant need of the eternal vigilance with which we must guard all means of communication as they affect the public welfare.

Perhaps conclusions or suggestions for procedures are not within the province of the research scholar. Certainly one must hunt for the author's opinion. If the alignment of chapters be any clue, her placement of Jack Gould's pointed condemnation of the industry as the closing note of the book is an indication. Yet nowhere in the text does the frustratingly im-Potent anger which its truth engenders rise to show the cure. Miss Cooley has the answer. It's inherent in the basic philosophy she embraces. It is the canker which allows the worship of mediocrity, which stifles all ideas, shune are which allows the worship of mediocrity, which stifles all ideas, shuns experimentation, confuses entertainment with the dispensing of information, and molds with slow paralysis. Miss Cooley states in the chapter she labels with she labels "Through a Glass, Darkly" the belief which is the chief agent in making at the chief agent that telein making the future so dark. "There is no doubt [italics ours] that television should be devoted principally to commercial operations, which is the tradicion. the traditional concept of our broadcasting system." Your reviewer has great doubts about whether such a philosophy will ever foster the kind of television the of television the author seems to yearn for. There is no doubt that if such a tradition has a tradition has resulted in the present status of television programming, the time has consulted in the present status of television programming. the time has come for a change.

H_{ELEN} K. LORING

THE CROWDED AIR. By Roger Manyell.

This British monograph on the evolution, philosophy, accomplishments This British monograph on the control of the prognosis for, the future of television in England and America of, and prognosis for the research student. However, our presses of, and prognosis for, the research student. However, our presses, too, have has some value for the research which have in turn exhorted, evaluated, have been crowded with releases which have in turn exhorted, evaluated, and prophesied doom for this elephantine infant, the mass-medium, television In The Crowded Air, the devastation is wrought by a quiet paralleling of the American and British systems of video. There certainly seems to be a need for some impersonal, contemplative evaluation of this monster, which has the very people who are feeding it in throes of hysterical fear. But as with so many noble attempts at dissemination of information, the material seems to reach only those who already are well aware of the problems and who already have beaten their collective breasts at their inability to do anything about the situation.

Who will read The Crowded Air? Certainly not those who are crowding it. Educators? We're perpetually at the wailing wall, providing a thematic background motif for all short-sighted, anarchistic assaults on the human mind and soul. The English fight against commercialization of the air channels has the elements of the David and Goliath story. Just as your reviewer was cheering the "little guy" who has won out over the strangulation of commercially sponsored TV, the newspapers have announced that BBC is now contracting for "partial sponsorship" of certain programs under "strict supervision." Move over, BBC; there's plenty of

room for everyone ... in the rear.

HELEN K. LORING

THE DOUBLE-PURPOSE HIGH SCHOOL. By Franklin J. Keller, Harper, 1953, 207 pp., \$3.00.

Dr. Keller's book is addressed primarily to the layman and to him it should prove informative and stimulating. The thesis of the book, in spite of its title, The Double-Purpose High School, is the singleness in purpose in secondary education. A quotation from Dr. Horace Kallen establishes the basic premise. "Kept apart from culture, vocation is servile, brutish and blinds are servile, brutish and blind; vocational education is animal training. Kept apart from vocation culture is parasitical, cruel and sterile; liberal education is the cultivation of futility. The education of free men requires reuniting the two so long divorced, the orchestration of the producer's knowledge which is power with the consumer's discernment which is delight."

Dr. Keller provides a plan for bringing together the vocational program and the academic curriculum. "Essentially, this phase concerns such organization of recordorganization of secondary schools as to prepare young people at one and the same time to a college, the same time for a suitable occupation and for entrance to college, especially a college, he will especially a college that will continue the preparation for both occupation and culture." His proposal is not merely theoretical; his "double-purpose hoo!" has been in existence in his own school Message and culture. His propose in existence in his own school, Metropolitan Voca-high school School and its annex, the High School of Particular Vocahigh school nas been and its annex, the High School of Performing Arts, tional High School in Bayonne, New Jersey; San Antonio Tavasa William High School and High School and High School of Performing Arts, and in schools in Bayonne, New Jersey; San Antonio, Texas; Williamsport, and in schools and elsewhere. Pennsylvania; and elsewhere.

There can be no question that the problem discussed is real and timely, There can be York City with its tremendous vocational high school particularly in New York discussion about the Company discussion a particularly in the current discussion about the Comprehensive High School division. The current discussion about the Comprehensive High School division. The curious conflict and dichotomy, and the unifying of the New is the result of this conflict and dichotomy, and the unifying of the New is the result of the New York secondary school division, academic and vocational, under one York scondar, under one associate superintendent is further evidence of the reality of the problem.

Specifically, Dr. Keller wishes to establish greater articulation within each school so that the "general education" student and the vocational each student have in common a core of educational experience and a possibility of transferring from one program to the other as aims and interests change with maturation, family circumstances, and more effective guidance. His is not a program for all secondary students or schools. In fact, he limits his program to only the ten per cent who "can combine cultural and vocational education" (p.20) although he himself suggests (p.57) that about twenty per cent of the working population are skilled workers and technicians, to say nothing of another twenty per cent who are professional

Dr. Keller's school is designed to function amid the pressures, restrictions, and limitations imposed on the vocational high school by federal statute (Smith-Hughes, etc.), college entrance requirements, a large secondary school population incapable of carrying either an academic (general) or a vocational (specific) education program, and a collection of physical plants ill-adapted to any modern educational curriculum. Perhaps he is right to accept these conditions as the facts of life and to work within the rigid framework of their spiked walls. But some of us in the vocational division would like to see a program for the below-80-I.Q. student that would free both academic and vocational schools from their tetarding effect. This in turn would permit both schools to fulfill their basic functions better and would make it possible for the vocational high school to offer a larger program, with cultural aspects that would open college doors. college doors (even those of the New York City public institutions) to those whose trades have advanced technical and professional concomitants. Liberalizing the vocational Liberalizing the provisions of federal statutes would permit the vocational high schools high schools to construct the varied curricula to match the varied manual and technical and technical requirements of each specific trade.

A secondary school building program is the most pressing need. It does of seem probably a school buildings. not seem probable that the city, so short of secondary school buildings, and confronted and confronted with an influx of population beginning next year, would alter its academ: alter its academic structures to provide the expensive and space-consuming shops of vocasions. shops of vocational education, nor that at the same time the antiquated,

_HIGH POINTS [May, 1954] overcrowded vocational high schools would be asked to build science overcrowded vocational library space, art and music rooms, gymnasium

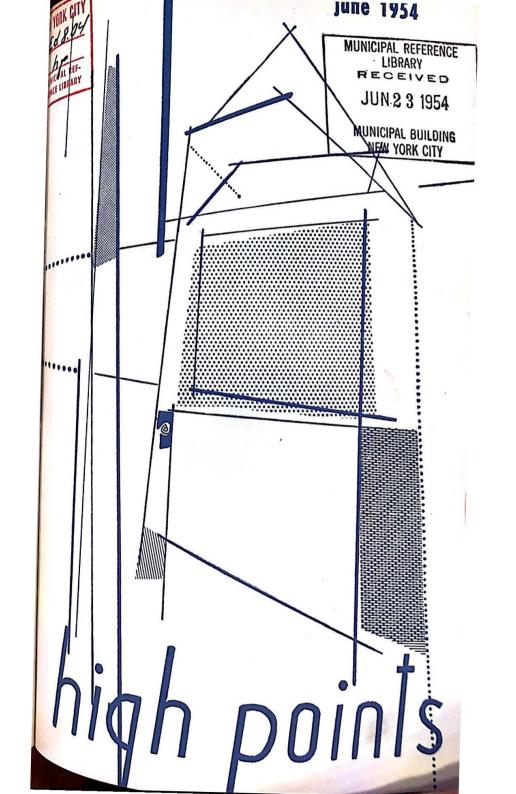
But, again, Dr. Keller is an experienced administrator, a fine scholar, But, again, Dr. Keller is an experience and a persuasive writer. Perhaps his is the best answer to one of our major and a persuasive writer a benefit to us all to have the lav public and problems. Certainly it is a benefit to us all to have the lay public awakened problems. Certainly it is a periodic to this problem of the gap between vocational and academic preparation to this problem of the gap between vocational and academic preparation to this problem of the gap because as The Double-Purpose High School

ROBERT HERZ

ASSIGNMENT FOR TOMORROW

I look the other way until fate strikes me. Whether this is due to courage or to cowardice in my own case I cannot be sure. But I know that if men hadn't looked the other way in the past nothing of any value would survive. The people I respect most behave as if they were immortal and as if society were eternal. Both assumptions are false: both of them must be accepted as true if we are to go on eating and working and loving, and are to keep open a few breathing holes for the human spirit.

-E. M. Forster, "What I Believe"





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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editor, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.



Human Nature and Experience as Revealed by the English Vocabulary

H. STOCK High School of Music and Art

It is well known today that words do not continue to have a It is well among, but are subject to changes in meaning or single, precise meaning, but are subject to changes in meaning or single, precise incanning or in connotation. One of the most interesting factors that make for in connotation. I have for such changes is the attitude of the people toward the thing or the such changes in the words denote. If the changes in the meanings of institution that incompared includings of words are genuine and unconsciously expressed indications of man's attitude, we have in the study of these changes a source of light upon human nature and experience.

HUMAN NATURE. Let us look at some words that might serve as thumb-nail sketches of human nature.

What things do people desire? The original meaning of want was lack, need, deficiency, and is revealed in such phrases as "for want of a nail the shoe was lost," "weighed in the balance and found wanting." From the fact that want now generally means desire, it would seem that man generally "desires" what he "lacks."

Are men prompt, or are they more likely to put things off? Anon used to mean at once, instantly; today it means by and by. By and by used to mean immediately, at once; today it is synonymous with presently. Presently used to mean right now, at the present moment; now it means some time in the near future. May we not see in the development of these words a natural human tendency to procrastinate?

How do people feel when faced with danger? Many years ago, at the approach of a hostile army, the Italian sentinel would sing out a warning to his comrades, shouting to them to "get your guns" The From the factually used was all'arme (to arms). From the fact that this expression, later reduced to alarm, has come to come to mean a feeling of fright or apprehension, we may conclude that the capital human clude that fright rather than exhilaration is the natural human teaction to the announcement of imminent danger. We would be fortified in fortified in our conclusion if we examined the word affray. An affray a short conclusion if we examined the word affray. affray—a shorter form of which is fray—was an attack or assault,

A despot too, master, prince, and was used with no critical

_HIGH POINTS [June, 1954] literally a breaking of the peace (from the Anglo-Saxon fridhu); the person thus attacked was said to be affrayed. The state of mind of the person thus affrayed or attacked is well illustrated by the

Forlorn meant lost (the German is verloren), and that mean. ing still remains in the phrase forlorn hope, which means a troop of men assigned to a particularly dangerous mission from which they are not expected to return. But, from a natural human reac. tion to being lost or abandoned, the common meaning now is

People are likely to think that if their desires were satisfied or sated they would be happy. But the word sated has been reduced to the form sad; and, indeed, so many people all of whose desires have been sated find themselves in a state of boredom or melancholy indifference that the transition from sated to sad seems natural enough.

To cry meant, and still means, to yell, shout, call out; but, since, when one is yelling with pain, or grief, or some other strong emotion, the yelling is frequently accompanied by tears, to cry has come to mean to weep, shed tears.

Coy is a doublet of quiet: that is both are the Latin word quietus in different stages of evolution. Coy, then, used to mean quiet, still, the only meaning that coi has in French. When applied to women, coy meant, properly, quiet, shy, modest, which, according to the men that set the standards, was the model behavior for them. But since girls will be girls and will exercise their charms as naturally as the rain falls, they can, though quiet, still attract attention in that indefinable, provocatively quiet way that has come to be known as cov.

HUMAN EXPERIENCE. Let us now look at some words each of which seems to epitomize a phase of human experience.

Man's experience with dictators can be summed up in the change in the meaning of the word tyrant. A tyrant in Greek was a ruler, master. While some Greek tyrants may have usurped their power, they usually had popular support, and might, indeed, be benevolent and beneficent rulers. But, apparently, "Power corrupts," and the word tyrant now has a connotation of cruelty, arbitrariness, oppression.

The Latin word for lord, master was dominus, and the word for The Latting was dominum, which soon became dominiarium. power, authority, and, finally, danger. Danger, then, used to mean power, authority, and, main, Thus Shakespeare writes: "You stand within his danger, do you not," and in the Romance of the Rose the meaning is even do you not, that Love had caught in his danger." Is not this change of meaning from power to peril, harm an unconsciously pithy expression of the notion that he who finds himself in the power of another is in danger?

Are the financial officers of a state usually honest? The escheator was the official in charge of escheats, which meant, and still means, the falling back—under certain conditions—of land to the lord, or sovereign, or state. The language has expressed itself about these two institutions by simply reducing them to cheater and cheat.

Can you count upon the constancy of friends? Suppose you asked your friend for a gift or a job that he could and did grant you and that you thus held subject to his will and favor. Since the Latin word for entreat, pray is precari, this gift, or job, was known as precarious. Is not the present meaning of precarious, uncertain, insecure, risky a revealing commentary on the steadfastness of human friendships?

Will people take advantage of your need for money? When some one lent you money, it was expected that you would pay a fee for the use of this money; this fee was known as usury. Its present unpleasant meaning is a sufficient answer to the question.

What kind of penalty or punishment is most effective? The Latin word for penalty or punishment is most cheen is a summer of penalty or punishment is poena; a subpoena is a summer of penalty or punishment is poena; a subpoena is a summer of penalty or punishment is poena; a subpoena is a summer of penalty or punishment is most cheen as a subpoena is a summer of penalty or punishment is most cheen as a subpoena is a summer of penalty or punishment is most cheen as a subpoena is a summer of penalty or punishment is most cheen as a subpoena is a summer of penalty or punishment is most cheen as a subpoena is a summer of penalty or punishment is poena; a subpoena is a summer of penalty or punishment is poena; a subpoena is a summer of penalty or punishment is poena; a subpoena is a subpoena is a summer of penalty or punishment is poena; a subpoena is a summons to appear under penalty. The word poena has become the word the word pain, which seems to indicate that probably the most effective fain, which seems to indicate that probably the most effective form of penalty or punishment is the inflicting of physical suffering.

People often make demands upon you whom you find it necesary to pacific. To abpease in Latin is paced or appease in one way or another. To appease in Latin is pacare (from pax: peace), which gradually became short-

HIGH POINTS [June, 1954] ented to pay. It seems, then, that the most effective way of appear. ing or pacifying people is to pacify them in that specific way that is denoted by the shorter form pay. When Clement Attlee in a speech to the Press Club in Washington some time ago said, "Appease." ment doesn't pay," he uttered a thumping etymological contradic. tion, whatever the human wisdom of the statement may be.

ATTITUDES IN WORDS. Let us in this final section consider some words that seem to reflect man's attitude toward his fellow-

From the changes in the meaning of a certain group of words, we may reasonably conclude that man is naturally conservative, suspicious of the unknown, and condemning the unorthodox.

Thus a person who does not behave in conformity with the accepted code is called immoral, as opposed to the moral person; but the Latin mores originally meant only manners, custom. Even today the French moeurs means only customs, manners, while the recently coined sociological term mores means no more. What can more clearly demonstrate man's disapproval of the unorthodox than this addition of the concept of immorality to what was merely not customary?

The Greek ethos, from which we get ethics, ethical, likewise meant custom, manner, usage.

Error and err, which denoted only a wandering as in knights errant, have taken on their present meaning because they are a wandering from the accepted moral or intellectual standards.

Uncouth used to mean strange, unknown, and even elegant, beautiful; those familiar with German will recognize the related unbekannt.

Insolent used to mean unusual, uncommon; the reader will see the meaning upon reflecting that obsolete means out of use or custom.

A person who did not believe as others did was a miscreant (from the Latin credere: to believe), and hence capable of vile actions. Today a miscreant is not a wrong thinker—the only meaning it has in French and in some English dictionaries—but a wrong doer.

The Latin sinister meant left as opposed to dexter, which meant right. A sinistral is simply a left-handed person. Perhaps because HUMAN NATURE AS REVEALED BY VOCABULARY_ the great majority of people are right-handed, the word "sinister" the great majority in the gloomy implication has come to have umbrageous meanings. The gloomy implication has come to have is often explained by the fact that the ancients of the word sinister is often explained by the fact that the ancients of the word sums that appeared on the right as favorable, and on looked on the left as unfavorable: but it is not relief as unfavorable: looked on the left as unfavorable: but it is not unlikely that the those on the usual thing because it was not the usual thing.

The future historian of mankind might, without any other sources, argue with a good show of reason that xenophobia, or the fear of strangers, was an inherent characteristic of human beings from the fact that so many words meaning merely stranger, have come to have unpleasant connotations.

Thus, hostile (which is of the same root as host and is cognate with the German Gast and the English guest) originally meant only stranger, foreign, outside, but even in Latin it had acquired the sense of inimical.

Outlandish, which meant merely foreign, now usually has the derogatory meaning of bizarre, uncouth, unreasonable.

Foreign (from the Latin foris: outside) is generally uncomplimentary today.

Alien (from the Latin alius "other") meant stranger in Shakespeare's day; today it often has the meaning of adverse, hostile, and an orator who speaks of alien systems is certainly not recommending them.

In Greek the Barbarians were originally merely foreigners (presumably from the fact that their speech sounded like "barbar-bar" to the Greeks), hence uncultured, uncivilized. In English a barbarism is merely a mistake in English that a foreigner would

The latest linguistic manifestations of xenophobia are the words cosmopolitanism and internationalist. The term cosmopolite literally means and ally means citizen of the world (from the Greek kosmos and politer) polites), and was adopted by those who liked to think of themselves as having outgrown national prejudices and interests. Yet in the 10th and outgrown national prejudices and interests. in the 19th century it was often used as the opposite of patriot. Today (1054) Today (1954), in Russia—curiously enough, since Russia is the avowed source. The Russia—curiously enough, since Russia is the avowed source. avowed source and advocate of an international movement—the

HIGH POINTS [June, 1954] charge of cosmopolitanism, or cosmopolitan outlook, is generally

About 1940 the term internationalist was applied derogatorily by certain sections of the American public to those whose patriot. ism or wisdom they questioned; they themselves, by contrast, advocated putting "America First." Today, once more, after Korea many Americans find the term internationalist a bit uncomfortable. And most recently, during the debate on the Bricker amendment, advocates of the amendment listed among the opponents reac-

Exotic, which once had the bad connotations as well as the good is tending towards the better meaning, but is not without an occasionally underlying unfavorable implication.

There seems to be evidence that man does not have a very high opinion of his average fellow-man if we consider the development of several words that meant only average.

The Latin word for the mass of people was vulgus, and the word vulgar had no injurious connotation; even today we speak of vulgar fractions as opposed to decimals, and of the vulgar terminology as opposed to the scientific or technical. The vulgate, too, is the edition of the Bible in the people's Latin; but, in general, the word vulgar is now largely used for coarse, unrefined, the behavior, that is, that one may expect of the vulgus. The word mob, incidentally, is short for mobile vulgus.

Similarly, the word common (from the Latin communis) tetains its original meaning in phrases like common carrier, common denominator, common defense, but in various contexts it has come to mean low, vulgar, coarse. Compare the difference between a universally accepted truth and a commonplace.

So, too, the word mean, which comes from the Anglo-Saxon gemoen (the German is gemein), and which had the original meaning of common, now means almost exclusively low, vulgat, stingy. The other meanings of mean as opposed to the extreme are traced to medianus, which meant middle; in either etymology the point is the same.

When Horace spoke of the aurea mediocritas he was speaking is with approval of the golden mean; today the term mediocre is almost always used with disparaging implication. The tendency to HUMAN NATURE AS REVEALED BY VOCABULARY_ HUMAI mediocre, although etymologically unjustified, is a straw say very mediocre, although etymologically unjustified, is a straw

ordinary, according to the New English Dictionary, is "often in in the wind. Ordinary, accounting This is reflected in the reduced form ornery.

epreciatory which meant for common use, has now come to mean hackneyed, trite, stale.

A man who depends upon his innate capabilities to understand A mail who different his native equipment, is, in the opinion of the world, his fellowman, merely naif, or naive, for naive is a reduced form

The evolution of the English vocabulary may seem to imply a lowly opinion of the common man, yet any variation from what is average seems to be frowned upon. This apparent contradiction will come as no surprise to those familiar with the paradoxical nature of man.

Thus egregious (from the Latin ex and gregei: flock, herdcompare congregate and aggregate), which meant "standing out of the crowd," used to be taken in a favorable sense in English, as it was in Latin, where it meant distinguished, eminent. The favorable use is now obsolete in English, where the word means gross, outrageous.

Abnormal, which means "away from the norm," is usually unfavorable

Aberration (from the Latin errare: wander) means merely a "wandering away from" and is used without prejudice in the sciences, as in the "aberration of light," but in ordinary use it tends to be depreciatory.

The word peculiar comes from the Latin peculiaris, which meant pertaining to one's private property," or "pertaining to one's own self". self"; and it is still used in its neutral sense of characteristic of; but when used absolutely, its intention is uncomplimentary.

An idiot, which is the Greek equivalent of peculiar and which we find in its original force in such words as idiomatic and idiosyn-trasy, used to decidedly uncrasy, used to mean a private person; today it has a decidedly unpleasant meaning.

Any schooling or education above that of the average man likewise seems to be the target for some shafts from the English language.

_HIGH POINTS [June, 1954] Thus the word pedagogue (from the Greek, which meant ori. ginally a conductor of children, then a teacher of children, ginally a conductor and the New English Diction of the New English D according to the Century and the New English Dictionaries, is now usually contemptuous. Although pedagogy has a respectable status in the field of education, yet among teachers themselves the status in the new of contents, status in the new of pedagogy does not inspire enthusiasm, and they have coined the expressions pedagese (the language of pedagogy) and

A pedant, which is a shortened form of pedagogans: a teaching person, was originally a respectable term; now it is almost uni-

A pundit, or pandit, was a learned man, or professor, and is still a title of respect in India; but it is now generally used patron-

The term professor is occasionally used with patronizing humor. Menken reports that it "more often than not is applied satirically." When Senator McCarthy quite recently was interrogating James Conant, former president of Harvard and then High Commissioner of Germany, his frequent use of the term "professor" was probably a conscious exploitation of such pejorative use.

The term intelligentsia has gone down hill.

The Greek sophists (from sophos: intelligent, learned, skilled) were the wise men of Greece and were hired to bring up the young noblemen, manage estates, etc.; today a sophist is one who knowingly uses unsound arguments, or is given to quibbling.

The dogmas of a society were the body of doctrine that was set down as principles, and in theology they still are the accepted principles of belief; today, however, the arbritrary or unproven nature of a dogma is emphasized in what is coming to be the usual deprecatory connotation. The Greek dogma was simply a belief, opinion, just as a paradox was something contrary to opinion. Dogmatic is generally uncomplimentary.

The word academic originally referred to Plato's school and doctrine because of the place where he and his disciples used to gather (the akadameia: a public park in Athens); it is a term still used with respect in many instances, but it has come to be applied to discussions that have no practical bearing or result, while in the arts it is a term applied to work that is conventional or artificial, and hence lacking in vitality or appeal.

We don't hesitate to have our particular doctrines, but none of us likes to be called doctrinaire.

The word dunce was originally applied to any of the followers of John Duns Scotus, that is, John Duns, the Scotsman, a famous of John Ball, a ramous philosopher and theologian; when his philosophy lost favor the philosophic to be identified with hair-splitting and oversubtleness, and then with any dull or obstinately obtuse person.

Highbrow, which used to mean intellectually superior, is now used "always with derisive implication of conscious superiority to ordinary human standards" (New English Dictionary).

The word cunning (from can or ken) used to mean knowing, learned, ingenious; the prevailing modern sense is crafty, guileful, sly. The use of the word cunning, as in "a cunning child," is an Americanism.

Story, which is a shortened form of history, is often used as a synonym of fiction.

Similarly, a fable (from the Latin fabula: discourse, narrative, story) and a tale (originally "the act of telling, narration") have come to denote, almost exclusively, fictitious accounts.

The word grammar, which in its wisest acceptation covers all written things (from the Greek gramma, the past participle of graphein: to write), has given the word gramary, or its other form glamour, both of which mean "deceiving the mind or the eye by casting a spell." The New English Dictionary quotes Lowell: "All learning fell under suspicion, till at length the very grammar itself gave to English the word gramary." The glamorous use of the word glamour was started by Sir Walter Scott.

Do people welcome criticism by others, or trust its impartiality? Let us look at the testimony of the following words.

To criticise, which meant only to judge, to appraise (from the Gteek krinein: to judge), has come to mean "to find fault with, to criticise adversely, to censure."

Censure itself (from the Latin censere: to assess, value, judge)
as simple. was simply a judgment, criticism, opinion; today it is almost always unfavorable unfavorable.

In the same way, to animadvert (from the Latin animum advertere: to turn to mind to) used to mean "take notice of, comment upon". upon"; now it is almost always unfavorable.

_HIGH POINTS [June, 1954] When the reader sees a phrase like "Judgment was passed upon When the reaction sees a prince in was passed upon him," he expects the worst, although a judgment may be favor.

A prejudice is simply a prejudgment and was originally favor. A prejuance is sumply a projume was offenally favorable as well as unfavorable. Today it is usually taken for the worse,

Similarly, the sentence "The prisoner was doomed" means that the prisoner was condemned. Yet doom is a variant of deem and used to be neutral, referring to any judgment or decision.

The sentence which the judge pronounces in dooming the prisoner was merely the judgment or decision of a court in a civil

The human tendency to make comparisons in one's own favor may be illustrated by a series of words that contrast the city dweller with an inhabitant of the countryside. Since it was the city dweller rather than the rustic that contributed most to the development of the language—for language seems to be a function of gregariousness—it is not astonishing that words derived from civitas, urbs, polis (city, state) have become favorable: civil, civilized; civility, urbanity, politic, polity, whereas words that denoted the country dwellers have become unfavorable.

A boor was simply a countryman, or farmer, a neutral meaning it still retains in the word neighbor, that is a boor who lives nigh.

A clown was a countryman, rustic, peasant.

A villein was a neutral term, and meant a peasant attached to a villa, which was a country house, or a farm. The variant villain was pejorative from the beginning.

A churl was a rustic or a peasant, as well as man in general; in German today "Ein guter Kerl" is merely a good guy. Both "churl" and "kerl" are, of course, merely variants of the common name "Karl."

A savage (from the Latin silva: woods) used to mean, and still does, a resident of, or growing in, the woods.

A heathen was a man who lived on the heath (although there is no example of its neutral use). A hoyden, which used to be male as well as female, is thought by some authorities to be a variant form of heathen.

A pagan was merely a resident of the country (from the Latin pagus: country).

HUMAN NATURE AS REVEALED BY VOCABULARY_ Arustic (from the Latin rus: country) was a country dweller, as Arusin (hour dweller: the citizen par excellence.

prosed to the country was merely

A peasant (from the Latin paganus: of the country) was merely A peasant (if the countryside. Today the word is patronizing or an inhabitant of the reader picture what success a line of the line an inhabitant of the reader picture what success a third party movedisparaging. Let among the farmer-labor groups in the United ment would would call itself the "Peasant-Toilers Party."

CONCLUSION. If the reader should conclude that in the study of the changes in the meaning of words he has an easy instrument for reconstructing human nature and experience, he should be cautioned to be quite circumspect in the use of this instrument: for there are many adventitious factors at work, many of which have escaped detection. Thus we do not know why the word nice, from necius: ignorant, came to have the particular meaning that it now eniovs. It would be merely frivilous to argue that only the ignorant can be nice. And only a random association can account for the fact that you may call a woman a vision but never a sight.

Although the testimony of words must be received with caution, yet, because words are so intimately bound up with man's feelings, thoughts, and experience, it is testimony that can be very significant—especially as corroborative evidence—and should not be neglected in the study of man and his history.

SUGGESTION: A RESOURCE BULLETIN

I suggest that the various departments issue monthly, if possible, a mimeographed list of materials and resources available to teachers and pupils. You might list the various exhibits, if pertinent, on display at the museums. You might list new reference materials to be found in the school library or in your own department libraries found in the school library or in your own department libraries. ment libraries. You might list some materials that the pupils can get (or see) f. get (or see) from out-of-school sources. You might call attention to films or stricts to films or stripfilms that teachers can order to make their classtoom instruction more effective.

In this service bulletin, the older teachers could give effective selp to the party bulletin, the older teachers could summarize help to the newer teachers. Those taking courses could summarize some of the power teachers. Those taking courses at the courses some of the newer teachers. Those taking courses could summer of the newer ideas and techniques they get at the courses and, thus, could be ideas and techniques they get at the courses and the courses are collegeness. and, thus, could enrich the teaching of their colleagues.

Prom a conference memo prepared by Edwin T. Pitt, Principal of Junior High School 162

Current Problems Facing the Vocational

CARL FICHANDLER Brooklyn High School for Homemaking

A study of the recent State Survey* of the New York City voca. A study of the recent country to affecting two vital areas of our vocational education situation. Some of the primary aims of vocational education are not being realized, and the morale of the vocational high school teachers is deteriorating. Both of these conditions may largely be attributed to the composition of the present student body of the vocational high schools.

STUDENT POPULATION. A comparison of vocational and academic high school entrants for Sept. 1949 shows that the median I.Q. for the vocational entrants was 87, as against 107 for academic high school entrants. In standardized reading tests 80% were retarded one year or more, while in the academic high schools only 35% were so retarded. Arithmetic scores and elementary school achievement records followed the same lines.

An additional note on distribution of 1106 C.R.M.D. students admitted to high schools in 1949 is of significance. Of these students 1046, or 17 out of every 18, were admitted to the vocational high schools, where "these children are mixed with regular students taught by teachers who seldom hold a C.R.M.D. license." For 23 schools 12.3% of the new entrants had an I.Q. under 70.

EFFECTS ON VOCATIONAL EDUCATION. Two of the aims of vocational education expressed in Guideposts for Curriculum Planning in the Vocational High Schools are occupational competency and vocational adjustment. A prerequisite for realization of these aims is a normal cross-section of student population with interests and aptitudes for the desired trades. In most vocational systems throughout the country, entrance examinations and aptitude tests limit the entrants to those who seem to have the ability to master the knowledge and skills necessary for skilled occupa-

*Vocational Education in the New York City Schools, the New York State Education Department of the City of New York, Part I, March 15, 1951.

PROBLEMS OF VOCATIONAL HIGH SCHOOLS_ With a few exceptions, however, the non-academicallytions. With a text that is steered into the vocational high school under minded student is a poor academic student is that if he is a poor academic student. minded student is school under minded student that if he is a poor academic student, he must be the assumption that if he is a poor academic student, he must be "good with his hands."

As a result of this situation, the excellent shop equipment and As a result of the competent "know-how" of the corps of shop and the more than teachers are to a large extent not effectively related in achieving the aims of vocational education. Most of our syllabi were carefully drawn up to meet the standards of industry sylladi were sylladi the needs of embryo skilled mechanics. A study of the actual implementation of these syllabi in shops and in related technical class rooms and laboratories would show a steady and inevitable dilution of content in order to adjust them to the abilities of the ourrent student population. A very small group of students can meet essential standards, and these students are in the same classes as students with much lower abilities.

This situation has been pointed out by the vocation division* in stating, "The character of the limited segment of the school population enrolled, has made it necessary to depart from a pattern of vocational education which can contribute most significantly to personal and industrial well-being."

TEACHER MORALE. There are two main factors underlying the present low morale of vocational high school teachers. One is the lack of "know-how" in the teaching of low-ability students who form the bulk of the student population. The teacher-training institutions have given these teachers techniques and methods for teaching normal students. When the typical teacher meets three to five classes of slow students every day, and finds that much of his pear. his previous training is ineffective in meeting the demands of the actual classroom situation, his confidence and morale are bound to be lamant to be to be lowered. In spite of herculean efforts by the vocational division in in-service courses, in experimentation with core curriculum, and in encourses. and in encouragement of modifications of curriculum and methods of individual of individual schools, the situation is becoming more serious every year.

Annual Report of the Vocational High School Division for the School Year 1949-50. Rose Vocational High School Division for the School Division for the School New York, July, 1950. Year 1949.50, Board of Education of the City of New York, July, 1950.

HIGH POINTS [June, 1954] According to the State Survey one of the difficulties of main. According to the state out of the state of main taining staff morale is the relatively low ability of vocational high school students. "For this reason, many teachers feel that the vocational high school students. For the voca tional high schools are less desirable places in which to teach."

A second factor in lower teacher morale is the gradual increase A second ractor in tower temperature in discipline situations. While there is no absolute correlation between low-ability students and incidence of disturbed children, it is generally accepted that there is a significantly larger number of children in this group from lower socio-economic brackets, from poor family situations, and from broken homes. If this premise is accepted, it is not surprising to find a large number of children in vocational high schools with a record of frustration in the lower schools, antagonism to authority, and maladjustment in various areas. The effect of this state of affairs on the teacher is obvious. In the already difficult teaching situation, he is frequently faced with behavior problems which do not occur as often in normal classes. There are more disturbed children needing psychiatric help than would be met in a normal cross-section of student population. In fact in most schools in the vocational division, the supervisory, administrative, and guidance staffs spend an inordinate proportion of their time in helping teachers in problems of student adjustment.

SOLUTIONS. The State Survey in one of its conclusions states, "The vocational schools have been receiving more than their share of students of low ability. A program should be developed cooperatively by the vocational schools and the sending schools that would lead to the vocational schools receiving students who have the interest and the requisite ability to master the skills and knowledge necessary for success in the chosen field."

The vocational division has long been aware of the soundness of this recommendation and has worked valiantly in this direction. Recruitment programs of all types have been utilized for many years by individual schools and by the division. Guidance counselors in elementary schools have been directed by their superiors to steer students with requisite interests and abilities to the vocational high schools. In spite of all these efforts, the trend of sending low at it. ing low-ability students to the vocational schools has been increas-

Another conclusion of the Survey may indicate the direction in which some of our problems may be partially solved. After diswhich some comprehensive high school, it states, "Vocational procussing wherever they are offered should be equally effective. The administrative distinction between academic and vocational schools should be removed, and vocational education in all schools given the benefit of leadership and supervisors trained in the vocational field."

If academic high schools (with the exception of the few special schools) and most vocational high schools were converted into comprehensive high schools, with a normal distribution of student abilities, the effects on vocational education would be beneficial. The students taking the vocational courses would be admitted on the basis of interests and aptitudes for the chosen trades. Since no stigma would be attached to the vocational courses, average and superior students not preparing for college could be effectively trained to meet the standards of industry. In certain trades, eleventh and twelfth year students could be transferred to central vocational high schools to complete their training.

Of course, the low-ability students would still be with us; but since they comprise only 15-20% of the total student population, they could be equitably distributed among all the high schools. Continuation of the worth-while efforts of the former XG program and current core program now in use in academic high schools would help with the problem of these students. They would no longer be concentrated in vocational high schools.

The problem of the expense of moving vocational equipment into academic buildings is not insuperable, since it has frequently been done buildings is not insuperable, since it has frequently been done before. The problem of selection of vocational offerings for each selection of the vast for each school is capable of solution by utilization of the vast background of background of experience of our vocational high school administrators. Program difficulties will be no more complex than those with which with which the vocational high schools are now confronted with the short day for teachers.

_HIGH POINTS [June, 1954] In conclusion, the institution of comprehensive high schools In conclusion, the institution of student abilities would be of great with a uniform distribution of student abilities would be of great with a uniform distribution of states would be of great aid in helping to realize the aims of vocational education and in lifting the morale of the vocational high school staff.

NOT AS WARRIORS BUT AS TEACHERS

I turned to the Sultan and told him how much we had enjoyed our day with the Druzes. I added, "The Druzes, you know, are well-known in America. Your people are particularly remembered for their courage and bravery, for their ability as warriors."

The Sultan replied instantly, "I know that is true. But I wish we were remembered differently."

"In what way?"

"I wish we could go down in history not as warriors but as teachers."

He took me by the arm and led me to the edge of a field. It was a rocky stretch of ground out of whose thin soil the Druzes had to make their living.

"See what poor land my people have," he said. "To farm it they should know modern methods. They do not know about fertilizers, about plowing—do you call it contour plowing?

"They do not know about cooperatives-about financing and marketing their products. They may have a good crop and be robbed by merchants in Damascus. My people are smart but they do not know these things. They need to be taught."

He touched on most of the subjects which the U. S. Agricultural Mission covered in its report on Syria in 1946-matters which to date had received no attention in Soueida.

Turning to me he said, "Can't America teach my people? We don't want America's money. We want merely to learn how to live. If my people knew that, then they could take care of themselves."

As I turned to go he said, "Show my people how to do all these things. Then they will be able to teach others. Teachers are more important than warriors."

-Supreme Court Justice William O. Douglas, Strange Lands and Friendly People, Harper & Brothers Reprinted by permission of the publishers.

How Comprehensive Is Your High School?

FRANKLIN J. KELLER Metropolitan Vocational High School

In view of my recent visits (while on sabbatical leave) to In view of the high schools (most of them purportedly comprehenseventy-live most to coast, your editor has asked me to write an sive) from company Mr. Fichandler's. At a later date I shall be article to accomply with a full-length story. At the present time I am happy to compay be published under the title How Comprehensive Is Your High School? Before this volume, with all the meticulous corrections of more than 200 principals and teachers who participated in writing it, is available, it would be premature for me to attempt a detailed exposition for this magazine.

In the meantime, however, a few well-supported conclusions should be enlightening:

- 1. Experience throughout the United States proves conclusively that the comprehensive high school is successful only in a one-high-school town, and is never successful in a community with more than one high school. Regardless of any theoretical considerations, practical operation indicates that it would be a total failure in New York City, as it would be in comparable com-
- 2. Mr. Fichandler is entirely in error in supposing that the stigma of "vocational" would be removed by placement in comprehensive high schools or that pupils would transfer to other high schools in the eleventh or twelfth year. Stigma persists. Pupils won't and don't transfer.
- 3. Mr. Fichandler bases his conclusions upon statements drawn from the New York State Survey. However, he omits consideration sideration of the following paragraphs:

"There is usually only one solution for providing vocational education in the city of 50,000 or less, which has only one or two high schools. This is to provide it as a department of the comprehensive high school. In bave real : the high school administrative staff must have real interest in the vocational program. This can

HIGH POINTS [June, 1954] be achieved if the desire to do so is present in the

"In the large city, the issue is much more clearly drawn. Here are found both academic high schools with vocational divisions and separate vocational schools. What are the relative merits? They depend largely on the specific conditions found in the city, such as the administrative pattern of the school system, the character of the industries, the interest of employers in preemployment vocational education, and the like. If generalized statements can be made, the following are some of the arguments for and against the separate schools."

Here follow several pages of "advantages" and "disadvantages" of both comprehensive and separate high schools, indicating that the choice of type of organization is a problem full of complexities.

4. Mr. Fichandler's recommendation is unquestionably made with the best of will and intention. The mere idea of educating all degrees and kinds of mentalities, aptitudes, disposition, and physiques in one place at one time, is engagingly democratic and American. (At least one educator has called it "the American dream.") But there is no evidence (and I have tried hard to get it) that the comprehensive high school (even in a one-high-school community) provides more democracy than does a specialized high school. Moreover, most people do not know what the comprehensive high school is. San Francisco and Cincinnati call the standard academic high school (with homemaking, typing, and industrial arts) a "comprehensive high school." It seems that a comprehensive high school is whatever a superintendent or principal has or wants to have. "Comprehensive" is a comprehensive and satisfying name.

We should do better in New York City.

A Questionnaire Study of Junior High School Students' Reactions to Homework

BELLE SCHILLER Henry P. O'Neil Junior High School

Over a period of years HIGH POINTS has published a number of controversial articles on homework. For the most part, however. of controversal attention has been given to the opinions and praconly included and practices of those most concerned—namely, the children themselves. In an attempt to remedy this lack, the writer prepared a questionnaire, which was administered in May and June of 1953. designed to give children systematic and comprehensive oppormit to describe their opinions and practices with regard to homework. In order to permit the utmost spontaneity and sincerity. the questionnaire was filled out anonymously during school hours. without previous notice. Willing and even eager cooperation was enlisted by the writer, who inquired of each class used in the study. before distributing the blanks, whether it would like to participate in an "experiment" on how it felt about homework.

THE QUESTIONNAIRE

Dear Boys and Girls:

We are trying to find out what your ideas are on homework. Take time to think about these questions, so that your answers are as full and as true as you can make them. You need not write your name. Thank you for your help.

Boy or Girl?......Age: Years.....Months......

- 1. About how long does it take you to do your homework?
- 2. In what room do you do your homework?
- 3. At what time do you usually do your homework?
- 4. Do you have the radio or television on while you do it?
- 5. If so, for any particular program?
- 6. If the homework is too hard for you, what do you do?
- 7. About how much time per day do you think you should be asked to spend on homework?
- 8. What is your opinion of homework?
- 9. Give reasons for your opinion:

HIGH POINTS [June, 1954] 10. What kind of homework assignment do you feel helps you most to

- 11. What was the homework assignment this year that you enjoyed the
- 12. What are your ideas for improving homework so that you can get
- 13. Do you ever let anyone copy your homework? If so, why?
- 14. Do you ever copy any one else's homework? If so, why?
- 15. Do you ever do your homework in school? If so, why?
- 16. Do your parents remind you to do your homework?
- 17. Do they help you with your homework? If so, why?
- 18. Does anyone else help you with your homework? If so, who is it? How do they help you?
- 19. Do your parents look your homework over when you have finished it?
- 20. What else can you tell us about your parents' actions or opinions regarding your homework?

THE SUBJECTS. As it was necessary to work with children who could express themselves comfortably in writing, each top-ranking class in the 7th, 8th, and 9th grades was used. Some descriptive statistics on the 117 subjects follow:

	7th		8th		9th	
	Boys	Girls	Boys	Girls	Boys	Girls
Number	22	16	17	18	18	25
Average Age (in years)	12.5	12.7	13.4	13.4	14.5	14.4
Average IQ (Pintner)	121.3	118.3	115.0	120.0	119.3	118.8

Almost all of the pupils had been found to read at or well above grade level when they had last been tested in a city-wide testing program. Averages are not given, however, as a year and more had elapsed since such testing had taken place. It was not considered necessary, for the purposes of this study, either to retest or to STUDY OF REACTIONS TO HOMEWORK estimate the average reading grade for each group at the time the estimate was administered.

ANALYSIS OF RESULTS. In the analysis of results which fol-ANALYSIS OF The such differences appear to have some differenc lows, no commende appear to have some degree of signiences unless such differences appear to have some degree of signiences unless any attempt been made to assert ences unless such any attempt been made to ascertain the statistical ficance, nor has any attempt been made to ascertain the statistical ficance, nor mas and the differences which are reported. The sequence of reliability of the differences been been discovered. reliability of the reliability of the feet of the sake of a items in the questionnaire has been disregarded for the sake of a more logical presentation of the findings.

- 1. Amount of time spent on homework: Averages for this item range from 55 minutes for 7th grade girls to 89 minutes for 8th grade girls, with an average for all pupils of 59 minutes. As far as the figures form any curve of distribution, it would appear to be bi-modal, with 32 pupils reporting 30 minutes and 35 pupils an hour of homework. The largest difference between groups is found in the 8th grade, where boys average 52 minutes and girls, 89 minutes.
- 2. Room in which homework is done: Homework appears to be done in every room in the home except the bathroom. Kitchen, bedroom, living room, foyer, dinette, study, spare room, and classroom are reported. 43% report that their homework is done in the bedroom; 33%, the living room; 27%, the kitchen. As will appear later, many more pupils do their homework in school than is indicated by their answers to this question.
- 3. Time at which homework is done: No appreciable trends are apparent with regard to the time at which homework is done. About as many children do their homework before dinner as after.
- 4. Radio and television accompaniment: Almost half of the group reports that radio and TV programs accompany the doing of hometroel homework, with more 9th year pupils so reporting than others. Except that "music" is mentioned as the favorite program for homework. homework time, no particular program stands out as being pre-fetted Document of the program stands out as being preferred. Possibly pupils arrange to be completely free when favorite programs are on.
- 5. Amount of time recommended for homework: The time-intervals most frequently mentioned as optimum are 30

minutes, an hour, 15 minutes, and 45 minutes by 30%, 29%, minutes, an nour, 15 minutes, and 10% and 8% of the pupils, respectively. It might, perhaps have been expected that with almost an equal percentage recommend. ing half an hour and an hour, 45 minutes would be regarded with

6. Copying of homework by others: Apparently, as pupils go through the grades, they tend more to permit their homework to be copied and less to refuse. Thus, while more than half of the grade pupils do not permit their homework to be copied, by the time the 9th grade is reached, only one pupil states he does not

Reasons for permitting copying, though numerous, may be subsumed under three headings:

- a. 37% of the pupils cite considerations of loyalty and friendship in such replies as not wanting to see a classmate get a low mark for being unprepared, not letting friends down, refusal will be unfavorably
- b. 32% find some excuse for the child who does the copying—e.g., he may have forgotten, may have been absent, may have returned home too late to do it, may not have known how to do it, and the like.
- c. 15% give some version of a belief that the person who copies will himself permit copying at some later time.
- d. Among the rest are such replies as these: "I don't get hurt by my doing so." "If I didn't, someone else would." "If they don't know how to do it, they'll copy it from me and study it." "Copying is better than not doing it at all." "Homework never helps anyone, and they learn just as much by copying it."

The most frequent reason for not permitting copying, given by 13 pupils, is that the person copying cannot learn the work that way. Seven pupils state that copying is not fair or honest. Several state that if the homework is wrong, the person copying it will get into even more trouble.

7. Copying of others' homework: The response to this ques-7. Copyrise to this question again shows a sharp increase in the 9th grade, where 82% tion again strong that they copy homework, while 33% of the 7th graders and state that they of the 8th graders report that they copy. Reasons given for copying follow:

- a. 55% concern what might be called mechanical factors—i.e., forgetting to do it, leaving it at home, losing the assignment, not having the time to do it, and the like.
- b. 30% give inability to do the assignment as the reason for copying.
- c. The remaining pupils indicate that they wish to avoid scolding and trouble, or that they do not feel like doing it, or it is too long to do.

The most frequent reasons for not copying homework fall into the following categories:

- a. 46% involve practical considerations—such as, the homework may be wrong, the child won't gain anything, it won't help in a test, one can't do school work while copying homework.
- b. 30% give reasons involving ethical considerations -as, "not fair"; "not honest"; "it wouldn't be my own work"; "I am only cheating myself"; "I don't think it is right."
- c. 25% report that they do not copy homework because they have no occasion to do so—i.e., they ask the teacher to explain it; the teacher will excuse them if they have a good reason; parents help when the child doesn't understand the assignment; they would rather spend that time talking to their friends.
- 8. Incidence of homework done in school: Approximately three times as many pupils report doing homework in school as do not. As might be pupils report doing homework reason given not. As might have been expected, the most frequent reason given for doing how for doing homework in school is that the child will have more time after 3 for work in school is that the child will have more time after 3 for other pursuits or that other pursuits do not leave sufficient time for homework. About 33% of the reasons fall into

HIGH POINTS [June, 1954] this category. Approximately 30% of the reasons for doing home. work in school include such factors as being permitted to do so by the teacher when the latter is a substitute, or when the teacher by the teacher when the latter that the teacher has clerical work to do, or when some time is left at the end of the period. Forgetting to do the homework, having pages missing in the text, misplacing the assignment or being absent for it are mentioned by 18% of the pupils. 8% of the reasons are in the nature of improving the quality of the homework as "When it is too hard,

The reasons for not doing homework in school are given by too few children—15—to categorize significantly.

9. Recourses when homework is too hard: The answers to the questions on what the child does when the homework is too hard, whether parents help, and who else helps, turned out to overlap. To Question 6—"If the homework is too hard for you, what do you do?"-40% of the replies indicate that parents are consulted; 13% ask their brothers or sisters; 9% do not do their homework in that case; 5% ask teachers for help. A scattering of friends, neighbors, classmates, and various relatives is also consulted. Of the 17% who do not seek the aid of others, some state that they try their best or that they use reference books or review previous lessons on that question. In answering the direct question of whether parents help, 57% reply that they do. Since many of these children indicated that parents help only "sometimes," the discrepancy between this figure and the 40% given above is probably not too significant.

On the question of who else helps, 40% replied that they receive help from friends and 33% from brothers and sisters. Again we have a discrepancy between this reply and that to Question 6, but in view of the fact that this question asks directly who helps and that a total of 26% either does not do the homework when it is too hard or looks it up, this discrepancy, again, is not appreciable. Here, too, other relatives friends, and neighbors are cited as helping.

Distinct patterns for the type of help given cannot be delineated. It appears to take the form of showing, explaining, telling, looking looking over or checking, testing, asking questions, pointing out errors, simplifyng, helping the child to revise, and the like. The STUDY OF REACTIONS TO HOMEWORK answers to this question are not only more specific than those to that on how parents help, but one somehow gets the impression that on now parents in reporting the kind of help that there by others than parents. In any event, any hope that homegiven by our sees children to look up unknowns on their own is work embarrently not supported by these data, despite current emphasis on research procedures.

10. Other roles played by parents in homework: In answer to the question of whether parents remind pupils to do their homework, 54% say that they do. Approximately 50% of the parents are reported as looking over the homework.

Parents' opinions of homework, as reported by these children, are diversified. The children's statements of parents' opinions may be classified as follows:

- a. 54% report parent approval of homework, either in the form of a direct statement or in indirect statements that the parent is interested and wants the child to do it and to do it well. In replying to this question, an additional 16% mention that their parents help. Since the questionnaire provided other opportunities for reporting such help, possibly it is mentioned here as an indication that parents approve of the practice of giving homework. Among the replies: "They like it. They feel I know my work better." "They approve because my brother is in the fourth grade and doesn't know anything." "It helps keep me busy and I don't annoy them."
- b. 11% of the parents are reported as critical of homework in such comments as these: "They think such assignments as copying amendments of the Constitution are ridiculous." "They don't think so much of homework because they think it is old-fashioned, and they say if you know your classwork, you don't need homework."

With regard to the way in which parents help with homework, the replies are to be diffithe replies are so highly individualized and diverse as to be diffi-cult to classics. So highly individualized and diverse as to be difficult to classifly. A number mention a specialized aspect of a cur-

_HIGH POINTS [June, 1954] riculum area, as "In English, they tell me what a noun is." Many children indicate that their parents do not actually do the home. work, but rather explain the general principles involved, illustrate with examples other than those assigned, answer questions, or look over the homework and give suggestions.

That the help given by parents is not always welcomed or appreciated is indicated by such replies as the following: "They try to put in improvements, if any." "They try to be helpful but usually aren't." Another negative aspect of parents' attempts to help is indicated in the replies of pupils who report that parents do not help: "They don't know how to do it." "They were taught differently from the way I learn." "I learn it by myself. If I go to college, they can't help me."

- 11. Children's opinions of homework: 33% of the boys and 53% of the girls, or approximately 43% of the entire group, give qualified approval of homework. Among the qualifications we find: "It should not be given for all classes at the same time." "During May and June we should have very little; so we can have more time to play outside." "It is good if you understand it." "Teachers probably give homework so children can practice new work and brush up on old." 30% of the entire group register disapproval: "I sometimes think teachers give it just to be spiteful." "I don't believe in it since everyone checks answers before we give it in; so it doesn't do any good." "Children who are up to standard shouldn't have to do it." "If children seek parents' help, it does them no good."
- 12. Reasons for opinion of homework: The pupils seemed to have difficulty in rationalizing their opinions of homework. Many merely rephrase their replies, being consistent, however, in so doing. Among those opposed to homework there is a reiteration of the objection that it lessens time for play, TV and radio programs, hobbies, and the like.
- 13. Kind of homework assignment reported as most helpful: Many of the replies to this question center around the subject in which have which homework is regarded as most helpful. Mathematics is cited as cited as most helpful, being mentioned by 41% of the pupils. Social studies and English are reported as next most helpful, by

STUDY OF REACTIONS TO HOMEWORK 20% each. Foreign languages and science are the other subjects 20% each. Those citing mathematics frequently menmentioned as not problems. Such homework seems to be partion examples as the following indicates: "I like the problems because you have to figure them out. You have to use your brains and wits while doing the example."

In those replies which do not specify the subject, review work is most frequently mentioned as being helpful. Reports, as on books and articles, are cited as the next most helpful type of homework.

14. Most enjoyable homework during current school year: In replying to this question, students make a distinction between homework which is helpful and homework which is enjoyable. 67% giving different subjects or types of assignments from those they mention in replying to the question on most helpful homework. The subjects in which the enjoyable homework assignment is cited as having been given are social studies and English, each being mentioned by about 25% of the pupils. Mathematics and science are noted by 18% and 12% of the pupils.

The most enjoyable assignments cannot readily be classified. They include the following: "when we had to write an original story for our library period"; "when we had to write bad things we did in shop"; "when the teacher gave us the names of 25 famous people and we had to find out what made them famous"; "when we had to find some famous person that became so through one character or personality trait"; "doing science experiments at home"; "when we had to make up our own questions and answers in social studies"; "in group guidance we had, bad to look up a famous friendship"; "drawing designs with a compass in mathematics"; "serving on a committee and writing a report on Hawaii."

Apparently, routine kinds of assignments, such as reviews and examples, are found most helpful, while assignments which show more imaginations. more imagination on the teacher's part and require more original thinking and thinking and ingenuity from children are more enjoyable.

the replies 1 suggestions for making homework more profitable: 20% of the replies here are to the effect that homework be disconshorter. Only five children recommend that homework be discon-

_HIGH POINTS [June, 1954] tinued altogether. Another 35% want homework to be more interesting and worth-while. Suggestions include: "A science project, such as a drawing showing how we and other animals breathe." "Make homework interesting by offering some kind of reward for the best homework." "Homework should deal with the current interests of the students." "Lessen repeated homework, like the same problems in math." "Let homework be given in such a way you feel as if you have no homework at all, even though

Fifteen per cent mention the need for having the assignment explained when it is given, a suggestion a number of children had offered in replying to previous questions. Among the replies here are these: "Explain the work before you give it." "Teachers should make the work clearer." Another 9% suggest that homework be given only when and as needed: "Give homework when the children need it badly, not just to keep them busy after school." "The teacher should not give homework when a class is bad." "Find out what the children need most and assign it as homework." "Homework should be based on class work, and individual assignments should be given out to improve those pupils who don't understand the work too well."

RECOMMENDATIONS. That the junior high school youngsters who replied to this questionnaire are doing some sound thinking about values and practices in homework is readly apparent from the citations given. In fact, their insights and practical judgments are, in many instances, of such high order as to strengthen the writer's belief that more widespread use should be made of these qualities by those who work with children, whether as educators or otherwise. Certainly, the assignment of homework is an activity which lends itself to joint planning by children and teachers, if its maximum benefits are to be attained. A casual, incidental, routine, and one-sided approach is inadequate to the relevant objectives.

A large number of children and parents have an acceptant attitude towards homework, even when unfavorable criticism is expressed. As a matter of fact, the writer's experience with these parents has been that they demand homework. Probably, a similar attitude prevails in many communities, and it should be reckoned STUDY OF REACTIONS TO HOMEWORK with whether or not it originates in a regard for tradition, or in with whether or children profitably occupied after school, or in a desire to see children profitably occupied after school, or in a a desire to see that homework will result in better subject mas-direct expectation that homework posses and the subject masdirect expectation. Thus, homework poses problems which not tery and higher marks. Thus, homework poses problems which not tery and inglifered and curricular, but entail good schoolcommunity relations as well.

These problems may take different forms and necessitate different solutions in different schools. They are important enough. however, to merit exploration and focalization by teachers, supervisors, parents, and children in conferences, group guidance and subject periods, assembly discussions, and parents association meetings.

The recommendations which follow, while they arise directly from the replies of the particular group questioned, are undoubtedly of more general applicability. Unquestionably, too, many are already in effect in our schools, while others may sound too obvious for mention. All are included, however, in order to give a comprehensive picture and to demonstrate that the criticisms which these youngsters express are neither baseless nor unanswerable.

- 1. A schedule for days on which given subjects may be assigned as homework should be worked out in each school, by its Curriculum Council or other group, in order to avoid overburdening pupils. Teachers should have a common understanding of aims, values, and desirable practices in homework. Arrangements for publicizing and sharing effective assignments should be set up. Two or more teachers of any one class could profitably plan a joint assignment which would integrate curriculum areas, in order to make homework more interesting and more functional. An example would be the planning of a well-balanced Sunday dinner for four and the computation of its cost, using different supermarket newspaper ads.
- 2. The checking and marking of homework should be put on a systematic and uniform basis and its weight in the calculation of report card marks carefully determined mined. Here, certainly, is an opportunity for pupils to participate. Moreover, remediation should receive as

much attention for homework as it does for class work.

- 3. Homework should have an easily perceptible relation to class work and should be carefully explained difficulties anticipated, and methods for overcoming them elicited from the children or suggested by the teacher. To help effect this, ample time should be allowed for the giving of the assignment in advance of
- 4. Assignments should be varied, with a planned balance between review-drill-practice assignments and more imaginative work. Children find helpful assignments which require filling in blanks or answering questions at the end of a chapter, but they enjoy assignments in which the text is used as a springboard for more original thinking.
- 5. As far as possible, assignments should be personalized and expressed in real-life terms. Mathematics and science are least often mentional as enjoyable assignments, although they abound in opportunities for such departures from routine as:
- a. working out the proportions when half of a recipe is needed
- b. checking the family's bill for gas and electricity
- c. describing an invention or a medical or scientific discovery the world needs
- d. writing an account of "My Day" by a paramecium
- e. describing three constellations visible that evening and how they were recognized
- 6. Opportunity should be provided for parents' very real interest in homework to be directed into more creative channels than its present predominating form of routine supplementation of the teacher's efforts to insure subject mastery, with an inevitable feeling on the part of the parents that they are doing the teacher's work. Some of the suggestions given above lend themselves to such an objective.

STUDY OF REACTIONS TO HOMEWORK

- 7. Assignments of the sort cited above would make copying more difficult. Thus, one phase of the problem of character development which the widespread pracor characterized practice of copying poses would receive attention. Apparently, since relatively few mention it, the ethical implications of copying are either not recognized or not faced by these youngsters. We who deal with adolescents are aware of the inexorable compulsions of peerloyalties and belongingness, but so seriously undesirable a practice must not go unheeded, either from the point of view of upgrading of children's values or of that of the revision of methodology.
- 8. In connection with the foregoing, assignments should be planned which enable pupils to work together in groups of two or more. In a foreign language, for instance, two pupils might be assigned the preparation of a telephone call as for the purpose of planning an outing. In an English class, each pupil might be assigned the writing of a short, illustrated letter to a sick classmate, all the letters to be pasted together and rolled up to make a round robin.
- 9. Work done in class should not be designated as homework. Possibly, a rare emergency will necessitate an unsupervised work-period, but work designated as homework should be done at home. Once the school permits some homework to be done in school, confusion is inevitably engendered as to the proper place for it.
- 10. Departmental schedules and teacher-shortages which necessitate many and large classes make it difficult to individualize homework. Nevertheless, such individualization is not impossible. With a gradual and experimental approach, practical solutions will be found. Provisions of options, in the way of choice of assign signments or of additional volunteer homework, might be a beginning step.
- 11. Assignments requiring long-range activity might be given. An example would be the comparison

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of actual weather conditions with newspaper, radio, and TV forecasts over a period of a month. A further in-

- 12. Homework assignments should have a definite and constructive purpose. Given as punishment, they arouse antagonism and other undesirable attitudes
- 13. Children, and probably parents, would profit from advice directed towards the betterment of time. place, and work habits so that the greatest possible benefits are derived from homework.
- 14. Teachers of shop, music, art, and the like should be included in any program of improvement of homework practices. A teacher of sewing, for instance, might ask girls to bring in newspaper ads of clothing which would make an attractive Easter or graduation ensemble. A teacher of home economics might ask her pupils to bring in a schematic representation of a refrigerator showing best places for storing a list of designated foods.
- 15. Possibly, weather conditions should be considered in assigning homework. Consideration in the way of a short assignment for a sunny day following several days of inclement weather for instance, will undoubtedly do much for student morale.

BY THEIR SIGNATURES SHALL YOU KNOW THEM

The boy in his teens.... I am positive.

The man in his twenties. . I know.

The man in his thirties... I think I know.

The man in his forties... I wish I knew.

The man in his fifties.... I don't know.

The man in his sixties....Ah, to have the positiveness of youth.

-Contributed by Jack Weiser

Educational Inbreeding—Breaking Out of a Vicious Circle ABRAHAM M. GLICKSMAN High School of Science

Some of my best friends are not teachers. Unfortunately, most of them are!

For me, 1939 was not simply the year when one dollar was worth one dollar . . . it was the year I was appointed. Adding worth one down years of prior "subbing," I find that for nineteen years I have been living, adapting, and evolving in the unique environment of a high school teacher.

Even within this special environment, my associates, through an inevitable process of natural selection, tended towards further specialization. My best friends were not just teachers—they were generally other mathematics teachers like myself.

A young lady, the wife of a physician, recently remarked to me, "Any time I want a perfectly horrible evening, I invite eight other doctors to my home." Substitute "teachers" for "doctors" and think of the evenings we have given our non-teaching wives!

I must hasten to add that my horizons have not been as restricted as those of some teachers I know. I've been lucky. The Board of Education has broadened my environment a little bit, by excessing me into a variety of schools at approximately five year intervals. Unlike my less fortunate colleagues, some of whom have actually served in one school for over 30 years, I have at least "been around"—but withal, still among teachers!

EXPANDING UNIVERSE. More recently, I broke out of the vicious circle in a more satisfactory and more satisfying manner. As recipient of a High School Teacher Fellowship*, I spent six months in a totally different environment, engaging in a program of activities at totally different environment, engaging in a program of activities designed to "enrich (me) as a liberally educated individual" individual" and to enable me to see my own teaching field "in broad port and to enable me to see my own teaching fields of broad perspective, particularly in relation to other fields of knowledge."

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NEW ASSOCIATIONS. During one three-week period, for example, I attended a class in electronic computation at the Applied Science Division of the International Business Machines Corporation. Our group included a design specialist for the Glenn L. Martin Co., Baltimore, Md.; a research engineer for the General Motors Corp., Detroit, Mich.; an analytical statistician for the United States Quartermasters Depot, Chicago, Ill.; an economist and technical consultant from N. Y.; a member of the programming staff of the U.S. Naval Aviation Supply Office in Philadelphia, Pa.; several special representatives from IBM branches in Washington, California, and N. Y.; several mathematicians (from Southern Services, Inc., Birmingham, Ala.; the Lummus Company, N. Y.); and others. I was the only teacher in the group. I had a remarkable opportunity to get points of view from this important non-teaching professional group on many matters. These included the role of mathematics and science in our modern highly complex and technical society.

NEW FIELDS. On another occasion an interview with a prominent contemporary mathematician at M.I.T. in Cambridge, Mass., resulted in my visiting Massachusetts General Hospital in Boston to confer with several medical researchers in the field of electroencephalography. I not only learned about a surprising application of recently developed mathematical techniques to fundamental brain wave research—I was also keenly aware that I was experiencing these fascinating developments at precisely the time when (but for the good offices of the Ford Foundation) I would probably be ably be a series of the Ford Foundation. ably be attending a general (or perhaps departmental) conference on the problem of the not-so-slow-learner-who-is-not-so-fast.

NEW EXPERIENCES. Although the fellowship program did

Only once during the six months did I attend a gathering of high school teachers. This was a "get-together" (arranged by the Fund for the Advancement of Education) of all the High School Teacher Fellows in the New York area last fall. Needless to say, they expressed unanimous delight at the opportunity to break out of their traditional pedagogic atmospheres.

NEW PERSPECTIVE. I should not be at all surprised if during the semester's exposure to a broader environment, I absorbed more new ideas about the proper objectives and appropriate content of my subject field than I had in two decades of "shop talk" with other mathematics teachers in my school cafeteria, at departmental meetings, at panels and conferences sponsored by my subject association. I certainly learned of areas of application of mathematics which are completely unknown to most mathematics teachers. I learned of new developments in mathematics which I could not have got from half a dozen alertness courses. I obtained a first-hand glimpse of ideas and advances in mathematics and science and scie science which will profoundly alter the technology and social organization of the future.

Perhaps best of all, I removed my nose from the pedagogic rindstone less than the pedagogic perspectives, grindstone long enough to seek new horizons, new perspectives, and new associations.

The Student-Teacher Problem*

HERBERT PERLMAN Stuyvesant High School

The problem of the student teacher has reached such propor. tions as to merit the serious consideration of all of us.

In the old days when teachers-in-training vied competitively for the privilege of a year's apprenticeship, the social studies department was assured at least of a person quite conversant with the scholarship and content in the field. The teacher-in-training had some semblance of professional recognition in that he was a member of the school staff and participated in all the activities that a teacher pursues in his daily work. In addition, a chairman could feel fairly certain that the neophyte was comparatively well trained in the field of pedagogy. Such things as lesson planning, motivation, summarization, and application were not meaningless jargon with which the teacher-in-training first came into contact when he began his work in the high school. Rather were they an apperceptive foundation upon which the chairman could build. In short the teacher-in-training was to all intents and purposes the resident intern for that year.

How radically the situation has changed can be seen readily when one observes the practices and realities of today. More often than not the student teacher is mediocre in scholarship, lacks the knowledge of simple fundamentals of lesson planning and organization, and has been trained in theories and ideas quite different from what he finds when he works in the secondary school to which he has been assigned.

A few examples illustrating these points will suffice to highlight the difficulties and problems that exist today. In one case, a student teacher took the same written test (short-answer type) that was given to the class that he was observing. The regular teacher of that class (he was the chairman of the department) reported that the student teacher had failed miserably. Another student teacher asked me, "Where can I get information about the Taft-Hartley law? I know it has something to do with labor but I don't know much about it." In still a third instance the cooperatTHE STUDENT-TEACHER PROBLEM_ ing teacher reported that the student teacher could not explain to ing teacher to was teaching the procedure involved in the impeach-the class he was teaching the United States Such and III the class He was the United States. Such appalling examples ment of a President of the United States. Such appalling examples ment of a richeland by teachers and chairmen reveal a deplor-cited innumerable times by teachers and chairmen reveal a deplorable decline in scholarship.

Term after term student teachers from different colleges have reported that they have not been trained or shown how to prepare reported all several instances I have heard student teachers a lesson plan. In several instances I a lesson ratio class environment you cannot have a lesson say, "In a democratic class environment you cannot have a lesson plan. The lesson must evolve from student interests and activities. You can't know in advance what the class is going to do."

CAUSES OF ANGUISH AND CHAGRIN. When we view the problem from the angle of the college supervisor or critic teacher we find much that causes anguish and chagrin to many of us. All too often, college supervisors of student teachers in social studies have been individuals whose major field has not been that subject. Speaking from my own experience, I have met college supervisors who have majored in philosophy, in English, in foreign languages, coming to advise and guide the student teacher in a social studies lesson. One college supervisor stated, "As to content I leave that to you. I'm only concerned with him as a prospective teacher." I was flabbergasted when one college sent as a supervisor a young Ph.D. candidate who, at the time he came to observe the student teacher, was awaiting notice of his own classroom teaching test for the regular high school license.

Nor has the picture a bright spot from the standpoint of the high school. In many cases the chairman has practically washed his hands of the entire problem. In one high school the chairman greeted the student teacher with the following words: "Here's a list of the teachers in the department. Go down the list and ask each member whether he wants you as the student teacher for this term." In the department. Go down the student teacher for this term." In the cone who term." In other schools the cooperating teacher is either one who doesn't are the schools the cooperating teacher is either one who doesn't protest vigorously enough, or else is one whose turn it now is on a receiving teacher is on a rotation basis. Then again, many a cooperating teacher knows lied knows little or nothing about how to guide the student teacher wished was and watch me" wished upon him for the term. "Sit back there and watch me" seemed to ! seemed to be the approach many a student teacher received when

^{*}Originally presented as a talk at a meeting of the Association of Chairmen of Social men of Social Studies.

_HIGH POINTS [June, 1954] he came to observe. As one chairman stated, "We are trained and

The viewpoint of the cooperating teacher has been further depressed by the rewards or remunerations he receives for his work. From the school—little or nothing. From the college—perhaps a vote of thanks. Particularly galling is the fact that the private colleges charge almost \$20 a point for work that they do not perform but rather shift to the cooperating teacher. In addition, the cooperating teacher must find time (usually taken from his own unassigned or lunch period) to do the necessary conference work so essential in the guidance of the student teacher. Finally there is little or no articulation or coordination between the college supervisor and the cooperating high school teacher. All too often the aims of the college course taken along with student teaching are a secret hidden in the recesses of the ivy towers of the schools of education of the various colleges. Apparently each college has its own goals and trains its teachers accordingly. Hence we find situations in which student teachers, prepared at the college for the core curriculum-experience curriculum approach, come to observe and teach the Herbartian five-step developmental lesson.

FEASIBLE PROGRAM. A sound principle is that suggestions for improvement should be capable of accomplishment. Hence the suggestions I wish to offer to meet these serious criticisms of the student teaching program will be those that can be employed without too much difficulty.

First, the prospective social studies teacher should be given a well-rounded course on the college level which would include a judicious distribution of courses in history, economics, government, geography, psychology, and sociology. I feel further that colleges should follow the procedure which is current at City College. The content courses are taught by the various liberal arts divisions, and only the education courses are taught by the education department. This would assist greatly in restoring the old standards of scholarship to which we were once accustomed.

Second, the courses in education should include a course in materials of instruction. The various syllabi approved either in Albany or by our own Board are available to the colleges. Let the THE STUDENT-TEACHER PROBLEM_ Prospective student teacher take a course as prerequisite to student prospective which he prepares day-by-day lessons because in which he prepares day-by-day lessons because day-by-day lessons day-by-day-byprospective student the prepares day-by-day lessons based on these teaching in which he prepares textbooks and other teaching in which he restains passed on these reaching in which has the textbooks and other materials currourses of study and uses the textbooks and other materials currourses in our schools. rently in use in our schools.

third, the college supervisor must be an individual who is 1miu, and wild is at all possible, be the college a social studies person. He should, if at all possible, be the college a social studies Personal studies and the college to these stuinstructor in the should be part of a team, the other two members dent teachers. He should be part of a team, the other two members dent teachers the cooperating teacher and the student teacher. Conof which are members should occur frequently—and cerreiches after each attempt at teaching made by the student teacher at which the college supervisor is present.

Fourth, the cooperating teacher should be one who is vitally interested in helping others. Such traits as leadership, ability in teaching, and above all a kindly cooperative spirit are essential characteristics for the person who is to be father, mother, and educational guide for the college student who will work with him for that term.

Fifth, the cooperating teacher should be given recognition for his work. One period daily should be assigned for conferences with the student teacher. This period, if administratively possible, should be one of his five regular teaching periods. If not possible, it definitely should be in lieu of a building assignment. From the college, recognition must also be granted. It has always seemed anomalous to me that a cooperating teacher just inside the Queens line received nothing while one just the other side of the line, in Nassau county, is given a course or courses at the college. Perhaps including the cooperating teacher as a member of the college staff, with proper citation and use of this by the cooperating teacher for promotion or other professional reasons, might be advisable.

Sixth, the student teaching program should be for a year's duration. In addition, the assignment of each student teacher should be rotated the totated three times that year, so that he can experience three dif-ferent types. ferent types of schools: a school with a bright population, a school with a dull with a dull student population, a vocational school. Thus he would pair would gain experience in the type of school in which he will ulti-mately find 1.

mately find himself on regular license. Seventh, this rotation system would necessitate a coordinator of udent teachers. student teachers working at the Board and in the field under the

direct supervision of one of the superintendents. He would thus keep an eye on the entire program and act as a liaison officer for

I feel strongly that the colleges and the high school division I feel strongly that the condinator and the chairmen can effectively correct the evils existent in the program today to the end that student teaching will really provide well-trained young teachers

SAY IT LIKE THIS

- 1. The Hand of the Law is most conspicuous today by its outstretched palm.
- 2. When fathers are asked to shell out, children usually expect more than peanuts.
- 3. Every person should be judged by his intent and not by his accent.
- 4. Many a man with clear vision sometimes makes a spectacle of himself.
- 5. Good Humor often makes suckers of us all.
- 6. The handwriting on the wall usually means that there are youngsters about.

-Contributed by Joseph Schroff

The Doctoral Crisis

DAVID DICKER Junior High School 50, Brooklyn

During the early part of the 1953-1954 school year the Super-During the Super-intendent of Schools conducted the seventh in a series of surveys intendent of discover the subjects for study by doctoral candidates designed to discover the Subjects for study by doctoral candidates designed to use York City teaching staff. The results of the latest among our New York City teaching staff. among our rew arrived in a circular distributed to the various study were summarized in a circular distributed to the various study were study were to the various heads of bureaus, and to the doctoral candidates themselves. It is with these results that this article is concerned.

FEW ASPIRANTS. In these times of attack upon the very foundations of free public education, it would seem logical to assume that educators would be looking to their laurels and to their fitness, the better to maintain their positions and to return the attack. Whole communities have been aroused against personalities and methods employed by their school systems. This has happened in Pasadena and in Denver, and it could happen elsewhere. Thus it becomes important to evaluate the results of the survey conducted by Superintendent Jansen in the New York City schools. The number of responses may or may not indicate the total of personnel engaged in doctoral studies, since the response to the survey was purely voluntary. Yet it is reasonable to assume that the number responding approximates quite closely the total number so engaged.

A total of 109 individuals responded, and are at present engaged in some phase of work leading to the granting of the Ph.D. or the Ed.D. degree. Why is the number so fantastically small? If percentage figures would serve to bring home the smallness of the number so engaged, then the percentage is .0029, when computed on a total teaching staff of 37,000. In other words, fewer than three teachers in every thousand in our city system are at present working at graduate studies beyond the master's and leading to the doctorate. This is shocking information, especially in a city whose leadership in the standards leadership in public education is recognized, and whose standards for teachers. for teachers and administrators are so much higher than in most other large. other large American cities.

It is important to evaluate the role which doctoral studies can should should the two degreeand should play in the training of teachers. The two degree-

_HIGH POINTS [June, 1954] granting teacher training institutions in our city have varying requirements for the doctorate, but in general they conform to the extent that they call for the successful completion of 45 to 60 credits beyond the master's, a project or thesis, some language and departmental requirements, professional experience, and strong character references. Both Teachers College, Columbia University, and New York University are recognized leaders in the field of teacher training. They maintain on their faculties the ultimate authorities in the field of education and subject matter. Their course offerings are extremely wide, and they both offer 'after 3' programs of study. Their requirements for entrance are admittedly high, but the standards set for teachers by our Board of Education would seem to qualify all but a relatively small proportion for further graduate study. Thus the answer to the paucity of doctoral candidates lies not in the institutions available to them, but rather in other areas.

THE DETERRENTS. The most important deterrent to further graduate study, for many teachers, is the lack of incentive. Our city system offers no automatic salary differential for credits completed beyond the master's, even though several of the regular salary steps are conditional upon the completion of readiness courses. There are no inducements for teachers to channelize these readiness courses into work leading to a doctorate. Many other cities and communities, such as Camden, N. J., offer salary differentials for accredited work beyond the master's.

Another reason for the lack of interest on the part of teachers is that the pursuit of a doctoral degree is an expensive business. Conservative estimates place the cost, in course and registration fees alone, at well beyond fifteen hundred dollars, assuming that one begins his doctoral studies with the master's in his possession. Aside from this considerable investment of money, there is involved an investment of time. Many of our teachers are busy with various out-of-school activities, while a significant portion of others find it necessary to use their after-school time to supplement their regular salary. Thus it is that many young teachers, who would otherwise he have otherwise be happy and eager to attend graduate school, are forced to force this are in the school of the second to force this are in the second to force the to forego this training because they find it crucially necessary to supplement their small beginning salaries with one or more THE DOCTORAL CRISIS_ 'outside' jobs. These activities reduce the time available for graduoutside jobs. The point where the responsibilities of matriculation are studies to the point where the responsibilities of matriculation ate studies to the policy of courses, with all the attendant field and in a prescribed sequence too great a burden in a picture, become too great a burden.

The attack on public education has its counterpart in the broad The attack on present aimed at intellectuals of various sweep of attack that is at present aimed at intellectuals of various sweep of attack. The doctor of philosophy is sometimes a target of descriptions. The doctor of philosophy is sometimes a target of descriptions. a target of derision and suspicion, whose teachings are subject to the scrutiny derision and whose station in life is the butt of of various pressure groups, and whose station in life is the butt of or various productived for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated and the unjokes manufactured for the occasion by the educated for the occasion by the educated for the occasion by the educated for the occasion by the oc lokes mail wonder, then, that teachers prefer the comeducated alike. Small wonder, then, that teachers prefer the comparative anonymity afforded the many holders of the master's degree to the rather embarrassing prominence which the doctorate seems to give.

TO MAKE THE DOCTORATE ATTRACTIVE. The Board of Education would be well-advised to inquire further into this serious problem. Educational leaders are not developed by chance, nor are they kept in the system by vague and intangible honors. Too much reliance is placed upon the intrinsic attractiveness of erudition and too little attention is paid to the fact that New York City is competing for its educational leaders with hundreds of forward-looking communities all over this country. If we want trained people in our supervisory staff-if we want new blood and fresh thinking—if we want the best trained and the best qualified people for our children, then it is incumbent upon us to make further training attractive, financially possible, and worthwhile.

I suggest, just as a beginning, that the Board of Education be granted the authority, and the necessary funds, to award at least fifty scholarships or partial scholarships to teachers on the job, for the purpose of initiating and completing doctoral studies. Further, I propose a salary differential of at least five hundred dollars for the holders. the holders of the doctorate. This will stimulate interest in further study and study, and raise the morale and effectiveness of those who already hold the hold the degree. In reaching out for higher levels of progress in the noble the noble work in which we are engaged, we must not demean the achievement achievements of those who have themselves reached the highest educational rank.

Films of Special Interest

(Exceptional motion pictures reviewed for teachers by the film (Exceptional monon production) of the School and Theatre Committee, New York City Association of Teachers of English. Consult your S.T.C. repre.

FOR CHILDREN AND ADOLESCENTS (Summer Term)

Jean-Pierre Barrot of UNESCO is directing a study of the production and use throughout the world of films for children and adolescents. If you're going to be in Switzerland in July you can learn more about them at the Locarno Film Festival.

Somewhat nearer home in July you can see an interesting film adaptation of one of those classics which mean all things to all ages. The distinguished director Luis Bunuel has made of Adventures of Robinson Crusoe (United Artists) an experience that will not jolt those who recall Defoe with nostalgia and that will fascinate those who desire cinematic originality.

Bunuel took his company, including Dan O'Herlihy of the Abbey Players (Crusoe) and James Fernandez (Friday), to Manzanillo, a semi-tropical island off the Pacific coast of Mexico. Here he shot his story in Pathécolor, with an English soundtrack in the main composed of Defoe's own words. Faced with the problem of showing Crusoe alone on the screen for 60 of the film's 90 minutes, Bunuel telescoped or omitted many of the famous descriptions of Crusoe's ingenious adaptations to his environment, retaining some of the most dramatic - growing wheat and baking bread, learning to live in a society of insects and small animals, building a canoe for a vain attempt to escape. Before the appearance of the single footprint on the sand, Bunuel concentrates on the emotional implications of the situation. Crusoe is the man outside society, doomed to madness unless he can get comfort from within. All this may seem uneventful and tedious to children, who will perk up with the entrance of the cannibals, Friday, and the mutineers. But it will offer some remarkable moments to imaginative adolescents: Crusoe's fevered nightmares of his Puritan father; his symbolic emergence from the sea with a cave-dweller's torch; his awe-inspiring cries to the echoing hills of the island of the island.

FILMS OF SPECIAL INTEREST_ (Post script: After reading the reports of more than a hundred (Post script. And to twelve who attended previews of Adven-reviewers aged eight to twelve who attended previews of Advenreviewers agent of Crusoe with their teacher-parents, we see that the picture on several court was seen that we were wrong about the picture on several counts. We underwe were wrong the color, the photography, and the acting. estimated the charm of the cannibals. It is clear that we do We overestimated the charm of the cannibals. We are that we do We overeshing the spell cannibals. Worst of all, we missed sub-not even know how to spell cannibals. not even known and failed to recognize what was important in tleties of direction and failed to recognize what was important in the film. "Everything was interesting but there were no boring the nim. Everything it. "'What I Liked Least'? NOTHING," parts, as one what I liked best," wrote one reviewer, "was the said a girl. "What I liked best," said a gain, was the cat, and the dog. What I liked least was, not enough of the cat, and the dog died.")

THREE ABOUT PEOPLE (Current Recommendations)

What is so extraordinarily moving in three films we've seen recently derives not from their makers' artistry, though it is considerable in each case, but from the absolute quality of goodness in the people who are the subjects of the films.

In The Unconquered - Helen Keller in Her Story (Guild Theatre) we see, for something less than an hour, one of the most remarkable human beings now alive. The impression is so intense that we could not perhaps take it for more than an hourat a time. Of course you know why Helen Keller is unique—but until you have listened to her strange voice and to Polly Thomson's quick, lilting translation of her words, always brilliant and poetic words, and always choked by that self-made voice—you have not understood the tragedy of handicap. And until you have watched her smile you have not felt the beauty of her genius.

It is a genius not only for ideas, people, action, language; it is a genius for life itself. In the film (which is made up of newsreel clips, old photographs, and scenes of Helen Keller in recent years in her be in her home and on her travels all over the world) we see a woman and on her travels all over the world When she woman who lights up more than her own darkness. When she embraces a like herself, embraces a Japanese villager who is blind and deaf like herself, or buys a harmonic villager who is blind and deaf like herself, or buys a hat in Bendel's or discusses politics with a caller, or listens to all martha Graham's listens to the vibrations of modern dance in Martha Graham's studio, or deity of dei studio, or dries the dishes Polly has washed, or buries her face in flowers—cho: flowers—she is the dishes Polly has washes, of life.

_HIGH POINTS [June, 1954] The Unconquered is narrated by Katharine Cornell. The com. mentary is by James Shute, who used to do the March of Time documentaries. We are indebted to Nancy Hamilton for the idea

The people who are so moving in the film World Without End (Brandon Films) come from many countries, have names we do not remember. As Dr. Shuster of Hunter, who is chairman of the U.S. National Commission for UNESCO, has said:

(World Without End) ... is a beautiful motion picture and tells a powerful story . . . (it) will be a revelation—for here is the actual account of UNESCO, FAO. WHO, and UNICEF at work in the field, bringing together the talents of persons from many countries to help millions of human beings find their own way out of the dreadful cycle of hunger, poverty, disease, and ignorance.

Made by Paul Rotha and Basil Wright for UNESCO, this documentary was filmed in Mexico and Thailand. Rotha, working in the Indian village of Tarascan on Lake Patzcuaro, photographed not only the beauty of mountains and water, superbly expressive faces and laughing children, but the problems of a receding lake, dwindling fish supply and lack of water for irrigation on the plateaus. Wright, in Thailand, photographed not only ancient temples and elephants in teak-forests but weed-choked waterways and children dying of yaws.

World Without End, though almost universally admired for its beauty of scene and face, its pictures of dance and music and culture in both lands, is considered in some quarters to be puzzling as an exposition of social problem and social remedy, perhaps because of the way the film shuttles back and forth between Mexico and Thailand. We did not find it puzzling. Goodness is simple—was it Aristotle who said that?—and into the Mexican village and the Thailand village the same sort of people came, under the sponsor ship of UNESCO: the student teams from ten thousand miles away, the young adults and the specialists from many countries. They cut the children's hair and taught the mothers how to use DDT and wash and feed the babies; they showed the fishermen FILMS OF SPECIAL INTEREST_ films of solve their problems by using the knowledge and experihow to solve men who live near lakes; they gave shots to the ence of other man and in ten days transformed a village from children with yaws and in ten days transformed a village from children will yar their plain and friendly way they shook hands, death to life. In their plain and friendly way they shook hands, death to me. In worked, and went away to do the same exchanged information, worked, and went away to do the same exchanged lines are elsewhere. At the end of the film we see them at a meeting of the elsewhere. I listening to I was Orients elsewnere. The York, listening to Lucas Ortiz, director of CREFAL UN in New York, listening to Lucas Ortiz, director of CREFAL in Mexico:

We must confront disease with health; poverty with abundance; ignorance with knowledge; hate with brotherhood; war with peace.

"For all persons who have become discouraged by the political complexities facing the international organization"—to quote Dr. Shuster again—World Without End makes an emphatic simple statement about people in the UN who are enlisted in the service of human need.

Teachers who want to use this film in its 45-minute classroom version, which is available for rental and sale, should communicate with Brandon Films, 200 West 57th Street, New York 19 (CI 6-4868).

The third film we'd like to recommend is one of the most extraordinary we've ever seen-Robert Bresson's Diary of a Country Priest, from the novel by Georges Bernanos. A masterpiece created by a director who turned to films from painting, this is one of the most intensely "private" films, demanding from the viewer a concentration on a single character presented in close-ups. The Swiss actor Claude Laydu is brilliant as the young priest—tortured, ill, lonely, exalted. The small Artois village becomes the setting of an interior drama presented with great artistry of music, image, sound. Laydu's wonderfully sensitive face haunts the imagination. Though the motivation in many scenes is not always clear to the uninities. uninitiate, the purity of the character is transcendent. Very few motion arise and a mystic. motion pictures have given us so powerful a study of a mystic. Diary of Diary of a Country Priest (Brandon Films) was first shown in New York New York at the Fifth Avenue Cinema.

What we felt about these motion pictures has been said for us Sometimes about these motion pictures has been said for us by Somerset Maugham in The Summing Up: "Goodness is the

_HIGH POINTS [June, 1954] only value that seems in this world of appearances to have any claim to be an end in itself. Virtue is its own reward. I am ashamed to have reached so commonplace a conclusion. With my instinct for effect I should have liked to end my book with some startling and paradoxical announcement or with a cynicism that my readers would have recognized with a chuckle as characteristic. It seems I have little more to say than can be read in any copybook or heard from any pulpit. I have gone a long way round to discover what

RUTH M. GOLDSTEIN

Abraham Lincoln High School

MR. SYDNEY SMITH AND FRIENDS

To someone who had grown fatter: "I didn't half see you when we met last year."

To his doctor, who had advised him during an illness to take a walk on an empty stomach: "Whose?"

To Longman the publisher: "I can't accept your invitation because my house is full of country cousins. I wish they were once removed."

To a lady acquaintance who asked whether it was hot enough for him: "Hot! It is so hot I should like to take off my skin and sit in my bones."

—The Smith of Smiths (Hesketh Pearson)

"And truths divine came mended from that tongue."

Those who participate in the overall program of education, Those who parameters, administrators, and supervisors, would do well notably teachers, administrators and supervisors, would do well notably teachers, would do well to paraphrase that old Socratic saw to read, "Know thy student." Our pupils spend less than one hour a day in a class, and for

our pupular and for many of us, though we are aware peripherally of the other twentymany of us, the sun rises and sets between the late and dismissal bells of a single period. That tiny portion of personality exchange between teacher and pupil, in spite of the cumulative effect of daily accretion, is yet as nothing compared with the life, drama. excitement, dreams, and frustrations that are constantly churning young people in the remaining twenty-three hours.

The price we pay for subway-circuit education as opposed to the intensely integrated "campus" life (utterly impossible in urban centers) of the boarding school is as inevitable as a permanent mortgage. To pay off this debt in some measure, to make the educational process more nearly continuous and uninterrupted, calls for increased knowledge of how our pupils behave, what they think about, what they think of us, and what they'd like education to be.

If we are to avoid breadline education in which, metaphorically at least, pupils line up for their daily portion, one dose exactly like the next-if we are to remember that life existed before pupils came to us, and continues to flame or sputter after they leave us, then we should know more of this life outside the classroom, and a good deal more of what adolescents think and say to one another about school, teachers, subjects, and the state of the nation.

It isn't often that this department finds meat and drink in the subjects selected for doctoral theses. However, in Studies in Eduof Edward published as part of an abstract series by the school of Education of Indiana University, we ran across a thesis which may help to make us aware of pupil attitudes. The excerpts which followers of make us aware of pupil attitudes. follow are from the doctoral paper of Harold F. Brinegar, entitled "The Months of the The Measurement of Attitudes of High School Students Toward Their School Students Their Schools."

I am excerpting only major findings and conclusions; the technical means and mechanics for obtaining this information may be found in all means and mechanics for obtaining this information may be found in the source mentioned above. In addition, I have omitted

- 1. In general, girls appeared to find school courses more useful in terms of everyday living than did boys. Girls were also shown to like their school subjects to a greater extent than did boys.
- 2. In general, girls were shown to enjoy school life more than were boys. Fewer girls than boys indicated they would like to quit school.
- 3. In general, boys were more critical than girls toward their school's guidance program. Girls were more critical than boys regarding help received with personal problems, however,
- 4. Regarding teaching techniques, the general attitude of girls was only slightly more favorable than that of boys. Girls showed a significantly more favorable attitude than boys toward school administration, however.
- 5. A source of disciplinary difficulty was indicated in that, among students who indicated delight in breaking teachers' rules, the ratio of boys to girls was 2 to 1.
- 6. A great source of student-teacher dissatisfaction was indicated in that more than 80 per cent of the respondents felt that their teachers showed partiality in the classroom.
- 7. A relatively great amount of teacher maladjustment was indicated by the fact that 54 per cent of the students checked that teachers frequently became angry in the classroom.
- 8. Dissatisfaction with school lunch arrangements was so prevalent (almost one third of the respondents) that it seemed to be an area in need of special study in many schools.
- 9. Many students in schools which sponsored student councils were not well enough informed to give, accurate information regarding the organization and administration of their student governing bodies.

EDUCATION IN THE NEWS_

10. A probable source of student dissatisfaction was lack of planned activities during the noon intermission. (Note: this is equivalent to our lunch-period system.) Among the activities which students would like to participate in during noon intermission, dancing and athlenic games received major emphasis.

- 11. More than 50 per cent of the respondents indicated that too much money was required for them to take part fully in school life.
- 12. More than one third of the respondents indicated that they would like to take part in more extracurricular activities. Only about 50 per cent of the respondents indicated that all students had an opportunity to take part in the extracurricular program. In general, the respondents felt that passing grades in solid subjects should be required for participation in activities and that all activities except the social and athletic should be held on school time. Approximately one third of the respondents felt that more social activities should be provided.
- 13. Approximately 40 per cent of the respondents felt that they should be learning things in school which were not being taught. In general, the students felt the need for additions to the curriculum in (1) practical arts, (2) sex education, (3) advanced academic subjects, (4) human relations, and (5) foreign languages. Areas receiving less emphasis were (1) driving instruction, (2) fine arts, and (3) religious education. Students in schools in communities of less than 10,000 population felt the need for more advanced academic subjects to a much greater extent than did students in the larger communities, while those in schools in the larger communities indicated a significantly greater need for sex education.
- 14. For boys the best-liked aspects of schools were school subjects and departments, while for girls the teachers were liked best. In general, the best-liked as-

_HIGH POINTS [June, 1954] pects of the schools were (1) instructional staff, (2) school subjects and departments, and (3) general school program. Aspects which received less emphasis were (1) school administration, (2) fellow students, (3) club-type activities, (4) social activities, and (5) school plant and equipment.

GENERAL CONCLUSIONS (excerpted)

- 1. The attitudes of students will have an important bearing on the future support of public education. In a few years those who are students now will be voting citizens, taking an active part in community affairs.
- 2. Any well-trained school person should be able to construct an attitude scale and obtain a measure of student opinion on pertinent educational issues. The attitude scale must be designed in terms of the pertinent issues of the local school situation.
- 3. Results of student attitude surveys indicate the need for curriculum change. The vast majority of the critics of the secondary school program stress the opinion that the secondary school is still too "textbookish" and too academic.
- 4. Regarding the attitudes generally expressed in student attitude studies, teachers appear to be more popular than any other aspect of school.
- 5. The results of student opinion study require careful interpretation. Vague generalities are to be avoided. Each response, if honestly given, is an expression of opinion of a certain individual at a certain time. Thus it implies specific, not general, feeling concerning the issue under consideration.

JACOB A. ORNSTEIN

Andrew Jackson High School

Chalk Dust

Contributions to this page should be addressed to Contribution, Willoughby Junior High School, Brooklyn 37 Irving Rosenblum, Willoughby Junior High School, Brooklyn 37 Vacation is a time for opening books, not for closing them. Vacation is the teacher's partner in maintaining the The public interests of our pupils during the summer months. What reading interests of our pupils receive for reading months. V suggestions will your pupils receive for summer reading?

SUMMER-A TIME FOR READING

The end of the school year is perhaps the best time of all to suggest to students that they read in areas of their special interests. The close of the term is a time for the opening of books of their own choosing, a time for browsing through whole areas of knowledge heretofore unexplored, a time for meeting the people of today's world who may be shaping our destinies or those of yesterday who have left their mark on civilization. Through books, trips may be taken down into the farthest recesses of underground caves in France to the peaks of the highest mountains of the world. One may become a part of the carefully planned and exciting elephant hunts of India or talk with the Dalai Lama of Tibet. Many an amateur fisherman or other sportsman has improved his skill by following the directions of experts who have written on their favorite sports. Foreign cookbooks provide infinite possibilities for experimenting with exotic dishes from other lands, and new angles for taking pictures may be suggested as one leafs through the pages of the camera annuals or specialized books on photography. For those interested in the arts, there are many beautiful books on ballet, modern and traditional painting, music and musicians; and framed reproductions of famous paintings may be borrowed for home use.

The public library welcomes these summer readers, and the staff is ready at all times to make suggestions for them. For those who may be going out of the city books may be borrowed on "Vacation" "vacation loan" and kept until September. Do not forget—summer time is a time for reading.

F_{RANCIS} R. St. John

Brooklyn Public Library

High Points

DICTION AFFLICTION

Beginning now, I'll frown upon
Those people who purr, "Hither and yon,"
And I'll make clear I do not care for
The folk who simper, "Why and wherefore,"
And with a right good will I'll smother
The ones who spout, "This or t'other,"
And I will make a wide detour
'Round them who sputter, "That's for sure,"
And they are doomed—without appeal—
Who brightly chirp, "Are you for real!"

A. S. FLAUMENHAFT

A PROGRAM IN SOCIAL LIVING FOR PUERTO RICAN PUPILS

The story of this experiment which proved to be a "one term in a lifetime" experience goes back to the fall of 1952.

I was confronted with the challenge of conducting an orientation core-type program for a group of Puerto Rican boys, new entrants in the Benjamin Franklin High School in East Harlem. They were to be my pupils—all mine—for four periods a day. No syllabus was available since there was no precedent in the high school for such a four-period program for Puerto Rican students. In planning the course, I was therefore given "carte blanche" by the principal of the school, who was keenly interested in having such a program carried out.

This course was to be conducted for pupils who spoke very little or no English, and was to consist of English, Spanish, orientation, and guidance. I realized at once that such a project might prove to be an opportunity to teach these pupils how to meet some of their needs through instruction in social living, together with the learning of basic English and good citizenship as the necessary ultimate objectives.

At this point, then, let me delve into memory and glance objectively back into that classroom to present an overall picture of the program in action.

pROGRAM FOR PUERTO RICAN PUPILS

AMIGOS MIOS. Pedro was beaming and justly so—he had just been elected president of the class. Two weeks before he had not been elected president of the boys, even though they were all from known a single one of the boys, even though they were all from Puerto Rico. In such a short get-acquainted period, they had learned much about each other as well as the reason for their being in this special class. To have been recognized as a leader and elected to take charge of class activities made Pedro proud. The broad smile that broke upon his even white teeth attested to the fact. "Amigos míos," he began, and in Spanish thanked his classmates for the honor they had done him. He felt indeed that they were his friends.

It was this spirit of friendship that was maintained throughout the term during this classroom experiment conducted for a group of twenty-five Puerto Rican boys. They were newcomers to New York and to the Benjamin Franklin High School. These twenty-five boys represented twenty-one different localities in Puerto Rico. Many came from completely rural areas. Their educational background ranged from third grade to the junior high school level in Puerto Rico. Since several were over sixteen years of age, their attendance at a high school was required.

As the group was heterogeneous educationally, no ability grouping could be arranged. It was necessary to find an interest level and to discover a common denominator from which to proceed. Their common bond was their native tongue, Spanish, and their common need was to learn to speak, read, and write English, and to become oriented to a new way of life in the United States, their new home.

THE SENSE OF SECURITY. Several of the boys spoke no English; others had a slight acquaintance with it, being able to comprehend a little but not to speak it. In the main, however, they all seemed afraid of the English language as a means of communication. To rid them of this fear of expressing themselves in another idiom which they would have to adopt as their own, was one of the major tasks ahead.

It was evident that the use of Spanish in the classroom would have to be the link between the pupils and the English language and likewise their social orientation. Spanish, therefore, was included as part of this core program. Clarification in their native

tongue of the aims of the class program was essential, for (1) they would thereby feel a sense of security in knowing that they were all working toward the same worth-while goals, (2) their timidity in strange surroundings would thereby be reduced and their interest aroused, (3) their confidence in their own ability would be developed. The students who were further advanced would have an opportunity to assist the weaker students and in

In following this core program, they spent the morning periods in experiences in English, Spanish, and orientation. In the afternoon the pupils had a guidance period with the same teacher, who thus served as their instructor and counselor. During the afternoon the boys also attended classes in typewriting, speech, health education, and music appreciation.

Pedro gladly accepted the presidency of this class. He already knew the boys by name for during the first two weeks they had been given an opportunity to give information to the group about themselves and their school experiences, as well as to tell something of their hopes or ambitions in their new surroundings. They demonstrated a friendly curiosity in each other. They had an opportunity to become acquainted with their teacher and to learn that this special class had been organized for them and was to be considered an honor class. The teacher, too, had been honored through the designation of her group as class "K."

It was made clear to them that even though they were having learning experiences as a Puerto Rican group, they would have to become integrated as good citizens of the school and as members of the student body. The gregariousness that is so often noted among groups of Puerto Rican school children here, stems from their fear of the unfamiliar, whether it be in language or in surroundings. In numbers they feel a sense of security. Our understanding of these factors helps them make the educational, psychoolgical, and social adjustment. They sense and appreciate kindliness and a friendly interest in their welfare. Generally, they are reponsive to sincere sympathy.

"I AM A GOOD CITIZEN." Carlos, who had reached the sixth grade in Puerto Rico, was eager to tell the class the meaning of good citizenship and what was to be expected of a good citizen. PROGRAM FOR PUERTO RICAN PUPILS_ Here was the opportunity to start the boys on a learning experi-Here was the opposite Carlos had spoken, the teacher placed on ence in English. After Carlos had spoken, the teacher placed on ence in English. de leacher placed on the blackboard certain words in Spanish—words like ciudadano, the blackboard consideración. para los otros the blackboard consideración, para los otros, and the like. The carácter, cortesia, consideración beside each Sand the like. The English equivalents were placed beside each Spanish word. The English equivariant word. The comparison of the Spanish and English words as to similarity in comparison of country was pointed. comparison of the cognates) was pointed out. Pronunciation meaning and sound (cognates) was pointed out. meaning and source on their way in the study of English was drilled. The boys were on their way in the study of English was drined. And a functional approach. Soon they were saying, "I am a through a functional approach." through a lama citizen of the United States"; "I am a good citizen." Additional English words were gradually introduced. Then they hegan asking each other questions. "Are you a citizen?" "Are you a citizen of New York? of Benjamin Franklin High School?" The answers required mainly a rewording of the question with a preceding "Yes" or "No."

Much choral work had to be done before individual conversation or questioning could be attempted. The boys' confidence in their ability to speak had to be developed. Individually, they did not dare to speak. Baltasar and Guillermo had more courage and a bit of exhibitionism in their make-up which stimulated their volunteering to read individually from the board and to ask each other questions. They served as good examples. At times they conducted the question period. Gradually even the most timid were uttering sounds foreign to them and carrying on an elementary conversation about themselves as citizens.

The first school assembly was scheduled to take place during the third week of the term. The class undertook to prepare for the opening exercises, which included the oath of allegiance to the flag and the singing of "America." The words of both (in Spanish and in English) were placed on the blackboard. The boys were asked to find cognates in English for Spanish words such as republica. lica, nación, justicia, libertad, and the like. They were all excited as them less than the state of a as they looked for corresponding words. The spirit was that of a game. The game. They soon had a working list for pronunciation drill; the words were soon had a working list for pronunciation. Words were also placed in their note books for memorization.

Other peace. Other necessary words were listed on the board and their meanings given. In a sl given. In a short time the boys were able to conduct the opening exercises in Front of the exercises in English in their classroom. Pedro stood in front of the class holding class holding the American flag and gave the command to salute.

_HIGH POINTS [June, 1954] The boys stood and recited the oath in English. This was followed by the singing of "America" in English also. Every boy made an effort to join in. At the first assembly in the school auditorium they were able to participate in the opening exercises with the rest of the student body. In three weeks their integration into their school surroundings had definitely begun; they were beginning

ENGLISH THROUGH ARITHMETIC. The time came for planning with the group as to their first and second choices of topics for other learning units. Each boy expressed his preference. The learning of English was everyone's first choice. Other choices included counting and figuring in English, writing letters, drawing, singing songs in English, listening to and reading stories, getting information about jobs, learning about American foods and American social customs, and going on trips to places of interest in New York. Since the learning of English would definitely be first on their program, the most popular second choice was that of counting and figuring in English. This would prove very worthwhile as a learning experience since (1) it would also serve as a process for the learning of English, (2) it would be helpful to the group in its daily living activities, and (3) it would develop thinking and powers of concentration. In fact, this arithmetic unit was truly an "English-through-arithmetic" learning experience. Thus it fulfilled a twofold objective.

There were exercises in simple arithmetic and rapid counting in Spanish and in English. Through familiar patterns in Spanish they were able quickly to adopt similar patterns in English. In the beginning the teacher had prepared short problems involving any of the four procedures in arithmetic. The boys at this stage were given an opportunity to be creative, and each boy made up problems which were to be solved by his classmates. The problems were placed on the board and read in English. Pronunciation was corrected. Each day Pedro asked a different boy to serve as pupil chairman. He called on various boys to read and solve the problems in rapid grant and solve the problems in rapid succession. The boys were attentive and alert, and enjoyed this as if it this as if it were a game.

Telling time and learning how to express dates in English fol-

PROGRAM FOR PUERTO RICAN PUPILS_ lowed next on the learning agenda. The boys put into use the lowed next on the lower learning and also learned the names of numerals they had been learning and also learned the names of numerals they mad and how to state the year in English. Each day days and months asked to write the date of all days and months asked to write the date of the current day on a different boy was asked to write the date of the current day on

Arrangement of letters came as the next step. This was moti-Arrangement was motivated as a class project when members of the class were absent vated as a class were absent because of illness. It also involved procedures that they had been because of They wrote to the ill member and learned the letter learning. They wrote to the ill member and learned the letter forms in English at the same time.

A project on American currency and postage stamps next occupied the interest of the group. The names of coins and values of stamps were learned in English. One boy acted as cashier and sold stamps and gave change. This, too, was fun for them and learning at the same time.

A shopping project followed. This project involved several of the steps already learned. Various types of stores or shops were listed on the board in English with the names of some articles or foods for sale in them. The vocabulary was always entered into the note book which had been presented to each student at the beginning of the term. They were constantly developing a functional working vocabulary. The shopping problems originated by the boys made use of arithmetic and represented real life situations with which they were familiar. They liked making up these arithmetic problems in English and having them solved by the other boys. The problems showed originality and inventiveness. At times the situations could be dramatized. Typical problems involved going to a store, purchasing a series of items, stating the prices of each, asking for the sum total of the cost, giving a clerk a certain amount of money, and asking for the amount of change. A gasoline station, the school cafeteria, local stores, the movies, and similar at similar places were used as the locales. The solution of the problems was in the manner of a contest. The problems were read in English and the manner of a contest. The problems were read in English and the pronunciation was corrected, often by members of the class The pronunciation was corrected, often by members of the class The pronunciation was corrected. the class. The boys were quick to discover errors in spelling. Their tendency are tendency to say "he buy," "he send," "he talk," was soon corrected when they low when they learned to associate the word "he" or "she" with the ending "s" NT ending "s." No formal grammatical terminology was used. A new pattern habit pattern habit was learned through repeated corrections.

HIGH POINTS [June, 1954] The street locations of the places serving as the locale in the preceding project had not been taken into consideration. Since it would be necessary for the boys eventually to travel about the city, a transportation project was begun. Each boy was given a booklet Nueva York y Usted, furnished by the New York Office of the Labor Department of the Puerto Rican Government, which contained in addition to much excellent information on New York City, a transportation map folded at the end of the booklet. Through this map they learned names of streets and avenues. They were asked to imagine themselves as going from one place to another and to work out how this could be done—in several ways, perhaps. Since they had learned about the changing of money, they were also told to determine how much carfare would be needed for one person, for any given number of people, for the entire class. In connection with this unit, the class went on a field trip to the New York Office of the Puerto Rican Labor Department at 21 West 60th Street, where they were cordially received and taken about the building. Here, too, they obtained much valuable information about jobs and their personal problems.

The arithmetic unit was an enjoyable group activity, wherein eagerness and enthusiasm prevailed. One of the students confided to me "that he really enjoyed coming to school because he liked the class and was having a fine time learning."

ENGLISH AS A FOREIGN LANGUAGE. The time had come to begin a reading text in English. Fortunately a reader* that could meet the needs of this class and offer substantial interest to the boys was available in the school. It dealt with the heroes and heroines who had made their contributions to the history of the United States. It described the national holidays that are generally observed. There was ample material with which to work.

The first chapter was on Columbus. Columbus Day offered excellent opportunity for orientation and motivation. Since Columbus bus had a columbus bus had been some columbus bus had been som bus had set foot on Puerto Rican soil in November, 1493, the class discussed the early history of Puerto Rico. Coincidentally, a community party was being arranged by the school in the teachers'

*Heroes, Heroines, Holidays by Eleanor Thomas and Mary G. Kelty-Ginn & Co. Ginn & Co.

PROGRAM FOR PUERTO RICAN PUPILS_ cafeteria to commemorate the founding of Puerto Rico, and several cafeteria to comme cases "K" were asked to take part in the program. Pedro boys from class "K" were asked to take part in the program. Pedro boys from class as a whole was invited to recited a poem of and Artino strong and Artino recited a dedication. The class as a whole was invited to attend.

In connection with the study of Columbus as well as with the In connection as with the party, several guidance lessons were planned. Columbus and his party, several of courage, perseverance, determination, ambition, character traits (courage, perseverance, determination, ambition, character that desire to carry out his goal) were discussed in Spanish loyally, and in English within the level of the ability of the students. The and in the reader, of the costumes worn by the people of Columbus' time served as motivation for a discussion on personal appearance, habits of cleanliness, social customs and manners. The approaching party was kept in mind during this discussion also. Whenever possible, guidance was integrated with the subject matter that was being learned. It was most interesting to observe the amount of such co-related material that could be treated from several angles within the scope of the course.

Each reading lesson was preceded by a short period of preparation involving a summary of the story given in Spanish by the teacher, a list of difficult or basic words in English with the Spanish meanings, and a series of questions in English covering the content of the reading selection—to be answered either in English or Spanish in accordance with the degree of ability of the students. Additional practices in the reading lesson involved study of words such as cognates, antonyms, syonyms, pronunciation; intensive reading in English; learning the facts of history or geography as related to the story; and dictation and aural comprehension. Testing was accomplished through matching devices and multiple-choice or completion-type questions. Under no circumstances could this reading unit be a hurried process; much patience was necessary. English was to these boys a foreign language, and the steps used by the teacher in the development of the reading lesson were similar to those used in teaching a foreign language to Englishspeaking students.

ENCOURAGING CREATIVE TALENT. This book had a number of the control number of illustrations in connection with the reading lessons. The boys wanted to copy some of them.

Motivation for such an interest had been aroused by a recent

Some crayons and drawing paper were obtained from the art department, and the boys were given the opportunity to do some freehand drawing. The results, which in most cases were attractive, were posted around the classroom.

At Christmas time the teacher brought a dozen or more Christmas cards and lined them up along the base of the blackboard. The boys inspected them and were given material for making similar greeting cards with their own variations if they wished. The various greeting expressions in English were studied.

As the result of such opportunity, the creative talent latent in some boys was discovered and served for guidance in programming them for the following term.

GUIDANCE. There were two particularly interesting activities that may be mentioned in connection with the work in guidance. The teacher had prepared a mimeographed questionnaire containing twenty-five questions dealing with the boy's family background, his earlier school experiences, his present special interests or hobbies, and his future plans. In order to avoid the stereotyped question-answer guidance interview, the questionnaire served as a motivation for a "how to apply for a job interview." The class had several guidance lessons, as a group, on the requirements necessary in applying for a job, such as appearance, manners, and some of the expressions in English that might be needed. The boys had individual appointments as if for a job interview. They were expected to "dress up in their best" and go through a rehearsal of what they had learned in the class. Guidance was thus given under realistic conditions.

Another very valuable guidance project was the one on food and nutrition. The teacher had obtained from the New York City PROGRAM FOR PUERTO RICAN PUPILS_ propertment of Health a set of ten illustrated folders written in Department of Health a set of ten illustrated folders written in Department of English. They dealt with various types of foods, Spanish and English. Fruits, etc.) Not color till in the spanish tage vegetables, fruits, etc.) Not color till in the spanish tage. Spanish and English the Spanish the Spanis (meat, cheese, a practical discussion from the health point of the folders lot also asked to take the pamphlets home and view, but they were also asked to take the pamphlets home and view, put the older members of their families what they were explain to the older There were recipes their families what they were explain to this project. There were recipes, too, in both languages. learning in the relation of the class that they had tried out some of the recipes. Perhaps some day they may turn out to be chefs! of the leafur of discussed the differences between the customary foods in Puerto Rico and those of the United States; (2) they learned the English names and pronunciation of new foods through the accompanying pictures; (3) they learned something about the nutritional values of the foods and those which are necessary for a well-rounded diet; (4) they used many of these foods in their problems for the shopping project in the arithmetic unit; (5) they shared with the members of their families the information they had received and extended the influence of the school into their homes.

PROGRESS REPORT. In evaluating the foregoing program, it may be said that this was an average group of boys who needed to acquire not only the English language and a new mode of life adjustment in a new land, but also direction for themselves as individuals. They needed to overcome the feeling of strangeness and of insecurity, and to fit into different mores and customs. Not every boy demonstrated the same level of aptitude, although many showed surprising progress. They seemed willing to learn and to cooperate. Each boy worked on his own level of ability. The better students were used as leaders to assist the weaker ones. No boy was made to feel that he was incapable of keeping up with the tempo of the better students in the class.

At the end of the term about two-thirds of the class were programmed into the regular stream of the school. The remainder were placed in the regular stream of the school. Were placed in another orientation class for a continuation of this type of type of work.

A few observations may be noted:

1. The pupils had learned to express themselves in English.

- _HIGH POINTS [June, 1954] 2. They had learned the meaning of good citizenship through 2. They had learned the meaning of good chazensnip through attitudes in the classroom and through the reading material and
- 3. They had taken part in a project that required living to gether as friends and neighbors in the classroom.
- They had learned basic facts about the city, daily living 4. They had realled help them to adjust to their com-
- 5. They had enjoyed themselves while engaged in purposeful activities.

LEAH W. KAHNHEIMER Benjamin Franklin High School

"HABLA INGLES!"

"Something must be done about it!" These words and the appropriate headshaking passed from principal, to assistant to teacher and back to principal again. The phrase may have been unoriginal but so was the situation. It was the cry of helplessness betokening yet another almost insoluble educational problem. What was it this time? When three of our outstanding graduates, excellent stenographers and typists, could not find jobs commensurate with their abilities, because they were woefully deficient in spoken English, we knew that the problem could no longer be ignored. We had of course long realized that our students of Puerto Rican origin were making very poor progress in English because they were speaking Spanish almost entirely when not in class. (Some, indeed, admitted that between June and September they didn't speak a word of English even though all of them understood English and could express themselves without having to resort to Spanish.) We had long, of course, protested the practice to them, and deplored it to each other. But now the ugly truth could not be blinked—by not having "done something" more actively about it, we had somehow failed these students.

It must not be forgotten that though the problem of these three unosters had be attention, youngsters had brought the situation forcibly to our attention, there is more invalidations that the situation forcibly to our attention, there is more involved than job getting. These young people must "HABLA INGLES!" master English if they are ever to become a real part of the Amer-

ican community. spurred by desperation, we at Dodge have hit upon a tactic Spurred by door has by no means solved the problem, has met which, though it has by no means solved the problem, has met which, thought to success and we pass it on for what it is worth. with a measure of it is time-worn, but serviceable—a club, a pin, a An old device, a pin, a solemn pledge, an initiation ceremony. The idea was received with solemn pieus, one session a week in each of our foreign-accent enthusiasin, classes was designated a club period, and the American-Latin Aces came triumphantly to life.

"I DID NOT KEEP THE PLEDGE." After initial meetings devoted to the exciting business of elections, pin choosing, and other matters of organization, attention turned to the question of the pledge. This was drawn up by an enthusiastic volunteer. Pruned by teacher of the more elaborate of its flourishings, it stated that the club members were bound to speak English on all occasions except to those who spoke only Spanish. (The "except" was out of courtesy to those who had timidly inquired, "But how shall I talk to my mother?") Then in solemn ceremony each of the members was duly sworn, and the teacher sat back in happy confidence that henceforth all would be well.

Next week in a kind of Buchmanite public confessional, which has by now become an integral part of our club routine, each member, as the roll was called by the president, rose and said, "I did not keep the pledge."

Remembering that broken vows wrecked Arthur's kingdom, we thought it our duty to profit by that lesson of history and modify the vow. Accordingly, we changed the wording to "I promise to try to speak English . . ." Now, as our roll is called, some respond, "I have I "I have kept the pledge," and others, more modestly, "I tried."

Not wishing to limit our campaign to the small group comprising the speech classes, we have evolved a system whereby "qualified" speech classes, we have evolved a system whereby "qualified" students outside the classes are accepted as members. Members are entitled to propose the names of candidates for membership. The entitled to propose the names of candidates for membership. bership. Then (bluff, of course; we're just playing hard-to-get) the candidate the candidates are put on probation for one week. If they prove themselves themselves worthy, they are accepted and entitled to all the privileges of membership.

HIGH POINTS [June, 1954] The privileges? So far these have included the wearing of the The privileges: 50 fair tales of Puerto Rican day both solemn and frivolous, and a trip to Radio City—on school time. A club dance in the offing, and in time to come—who knows?

Our club could of course emphasize the very feeling of "apart. ness" which we all realize it is necessary to combat. But we hope that our program will develop in the future in such a way that that our program was that the members will be more fully drawn into the life of the

"I TRIED." And that "measure of success" to which we previously referred? Our students are speaking more English than formerly. We must allow for many a stretched conscience in the "I tried's" but in off-the-record conversations, which are considerably more reliable, the youngsters assert that this is so. "We used to speak Spanish all the time when we were eating lunch together; now we speak English with, of course, an occasional Spanish word thrown in." Assuming that "an occasional Spanish word" is a mild understatement, we yet believe that progress is indicated.

They are less resentful of reminders to speak English. Morale, at the moment, is high, and they are receptive to the idea that learning to speak English well is desirable.

Of course the problem is a serious one, and a long way from solved. The need for the solution grows more and more pressing with the rapid increase in our Puerto Rican population.

Something must be done about it!

Grace Dodge Vocational High School EDITH W. SEIDEN

A MEMBER OF THE FACULTY

On the Occasion of a Luncheon for Teachers Going on Sabbatical

I am the very pattern of a member of the faculty; I will attend a luncheon, yes, and now and then I tackle tea; The spots I see before my eyes are acne . . . by the myriad; I hear a ringing in my ears . . . the end of every period.

A MEMBER OF THE FACULTY_ I have a bug for learning and I try to make kids literate; Thave a pug feel a bug, they only try to jitter it. But if they ever room so often that you'd think that they were They leave the room so often that you'd think that they were bladderiess, to stand in class and watch revolting creatures adolesce.

I gripe as much as anyone about the teachers' salaries, I gripe as much and of every month I start to count my calories; And toward the same old belt I wore, but now I've learned to pull it in: I wear the sum I digest the bull that's in the weekly bulletin.

I count as well as anyone in matters mathematical, But I go batty when I try to count on a sabbatical; I have a whirling in my stomach and I feel my head agog; I am the very pattern of a modern high-school pedagogue.

II.

Like any other inmate here, I'd spend a dream atravelling; I'd hear the heartbeat of the night and watch the world unravelling;

The check's so small and seldom that each month I'm near to

There's no predicting what I'd do if I too could be soon asea.

I'd voyage into stranger dawns—beyond the gates of Hercules, Be more than just a time card, more than one of many circulees; The folks have always said that you are richer when you are away; Your money will go farther if you take your money far away.

Like everybody here I'd like to throttle boys and poison girls; For teaching wouldn't be so bad if it were not for boys 'n' girls; Your lesson plan must rhyme and scan—Shakespearean: so hints

Because you have a chairman who is bucking to be principal.

I never made a cent by giving eighty-five for Arista; I should stood in public school or studied for a barrister; I'd be a good deal better off just caterwauling: "Taxi, mum!" lam the very pattern of a character on maximum.

HIGH POINTS [June, 1954] III.

However there's one thing that I will make each gal and fella see: This green face comes from what I ate and not from any jealousy; I hope each day will be as long for you as it will be for us: A blizzard, sandy, rainy, hurricany, odoriferous.

But since you're more devoted to your jobs than all us lesser men, You're leaving us to find a stone or flower for a specimen; You'll gather stuff for teaching that will practically fill a bus-And in the fall you won't have time to cover half the syllabus.

If I could tour the land in a jalopy or a super eight, Whatever was my ailment I am sure that I'd recuperate; For heads so full of pebbles and for kidneys with their fellow stones.

There's nothing like the canyons and the glaciers and the Yellowstones.

While I'll remain behind and get a colorful and zany card, The only card on which I'll write will be a darn Delaney card: A hundred fifty kids will drive me to a psychoanalyst; I am the very pattern of a man whose wife's not on a list.

IV.

Though for a half a year or so you'll have to be a thrifty one, You'll never see the spectre of a kid you've given fifty-one; Your landlord may be chasing you, he'll be so pale and wan for rents.

But he won't have to chase you to a departmental conference.

Some rainy April morn you'll say, "Oh, why am I away today? It's midterm week at school and I must pay a sub on day to day; I wish that they would put me back on salary at least a week; I'd gladly do just everything a teacher does in Easter Week."

You're willing for your muse's sake to give up clothes and fast a

As long as you'll compose that song or paint or sculpt that masterpiece;

A MEMBER OF THE FACULTY— MEMBER a novel and a play and even a quadruple ode; You'll write a novel and a play and even a quadruple ode; you'll write a novel and a pupil load. It must be simple when you aren't burdened by a pupil load.

But I can't even paint a barn and I do not a garret own, But I can't even pane noticed, I am lesser than a baritone; And, as you may have noticed, and now and the restrictions. And, as you may have not seen, yes, and now and then I'll tackle tea, so I'll attend a luncheon, yes, amember of the faculty So I'll attenu a lunchion, you, and then I'll And be the very pattern of a member of the faculty.

RUDOLPH BERNSTEIN

William Howard Taft High School

Every gun that is made, every warship launched, every rocket fired signifies—in the final sense—a theft from those who hunger and are not fed, those who are cold and are not clothed. This world in arms is not spending money alone. It is spending the sweat of its laborers, the genius of its scientists, the hopes of its children.

The cost of one modern heavy bomber is this: A modern brick school in more than 30 cities. It is two electric power plants each serving a town of 60,000 population. It is two fine, fully equipped hospitals. It is some 50 miles of concrete highway. We pay for a single destroyer with new homes that could have housed more than 8,000 people.

-President Eisenhower, as quoted in the New York Post

Book Review

THE TEACHING \longleftrightarrow LEARNING PROCESS. By Nathaniel Cantor,

During 1951-52 Professor Cantor, of the University of Buffalo, was During 1951->2 Professor Canton, Visiting Professor of Sociology at Columbia University. In part of a course in the Improvement of Instruction" he conducted on "Supervision in the Improvement of Instruction" he conducted two seminar-discussion groups of fifteen students each. The project set for the two groups was "The Improvement of Skill in Teaching." Each of the two hours during one semester. The two groups met once a week for two hours during one semester. The entire proceedings were electrically recorded. Professor Cantor attempts to show how he led the members of the seminar to an improvement of their own

The reader of the book is thus exposed to the basic insights and evaluations that the author had the seminar groups discuss. He is then led into the discussion group when he is given an opportunity to read the excerpts taken from the tape recordings. He is thereby able to compare his reactions to those of the group.

This technique is novel. Unfortunately, too often will the reader feel that the author stacked the cards in selecting the quotations. The responses of some of the "students" appear much too pat.

However, the resultant liveliness in this textbook more than justifies the worth-whileness of the technique.

KNOW THYSELF. Dr. Cantor's major thesis is that unless the teacher has a truthful realization of his own limitations, emotional conflicts, and frustrations, he cannot achieve the sense of satisfaction that leads toward improvement of instruction.

THE MODERN TEACHER. The author's conception of the teacher, toward which he directed the group, is embodied in his statement of nine characteristics of the skilled teacher:

- 1. The skilled teacher is constantly on guard against the tendency to project her will on the pupil.
- 2. The skilled teacher offers a professional service to pupils. She consciously refrains from using them to serve her personal needs.
- 3. The skilled teacher will keep at the center of the teaching process the importance of the pupil's feelings, not her own.
- 4. The skilled teacher will be concerned primarily with understanding, and not with judging, the pupil.
- 5. The skilled teacher accepts students as they are ... The

public-school teacher indeed has a job. Her task is to help pupils public-school teaches, to become unafraid of their difference, to to express themselves, to disagree to participate to partici to express themselves, to disagree, to participate in deci-question, to ask for evidence, to disagree, to participate in deciquestion, to ask to challenge authority, to want to learn. Pupils sion-making, free than they are to communicate it sion-making, to than they are to communicate their real feel-must be more free than they are to communicate their real feelmust be more frear and criticism. They will feel more free to do ings, anxieties, fear and criticism. They differences if ings, anxieties, teachers accept their differences, if the classroom so, if their teachers them to be real atmosphere encourages them to be real.

6. The skilled teacher realizes that genuine, significant learno. The same, significant ing stems from creative effort of the individual pupil.

7. The skilled teacher . . . must learn to accept the different aspects of her contradictory and ambivalent personality.

THE MODERN CLASSROOM ATMOSPHERE. In order to learn significantly the learner must want to learn. He will learn better and learn that which matters to him if he does not need to feel defensive, and if he is not threatened. He has to feel free to face his uncertainties, limitations, and inadequacies. Teaching will be improved through the creation of situations which make meaningful learning most likely.

THE PROPOSITIONS OF MODERN TEACHING.

- 1. The pupil learns only what he is interested in learning.
- 2. It is important that the pupil share in the development and management of the curriculum.
- 3. The dominant characteristic of learning is a sense of satisfying completion.
- 4. Teachers who are convinced that the most constructive learning flows from wanting to learn will be on the alert to try to discover approaches to subject matter which are close to the interest of the pupils.
- 5. An individual learns best when he is free to create his own responses in a situation.
- 6. Learning depends upon not knowing the answers. Unless the learner faces a problem and is challenged by it, the solution can have little learning value.
- 7. Every pupil learns in his own way.
- 8. Learning is largely an emotional experience.
- 9. To learn is to change. Knowledge tests memory; living tests learning.

The author is careful to limit the reponsibility and focus of the in-

HIGH POINTS [June, 1954]

dividual teacher. "You can see . . . that no teacher can be responsible for dividual teacher. "You can so dividual teacher. "You responsibility is met by doing the limited for the whole child. Your responsibility is met by doing the limited job you the whole child. Your responsibility is met by doing the limited job you the whole child. Your responsible then you have done that, maybe the are competent to perform. Now, when you have done that, maybe the are competent to perform. the help you offered him, in other areas of bis experience."

He is just as careful to avoid the artificial dichotomy between subject. He is just as careful to the social world is the class-matter-centered and child-centered schools. "The social world is the classroom. The understanding teacher, mindful of the differences among pupils, belps them to discover its nature and, hence, to rediscover their own."

How successful was Dr. Cantor in improving the teaching skills of the How successful was 25. The comments included in the book are filled with unself-conscious praise of the instructor. The author even suggests that the group-therapy technique that he employed could well be used by supervisors in the high schools to lead their teachers towards greater skill

The Selected Bibliography inserted after each chapter is carefully annotated. The Problems for Discussion that follow the presentation in each chapter are realistic and provocative.

IEROME SHOSTAK

Other Books of Special Interest to Teachers

THE MIRACLE OF LANGUAGE. By Charlton Laird. World Publishing Company, New York, 1953; 308 pages, with index, \$4.00.

In this excellent, readable book Professor Laird succeeds in threading for the layman the path between too-specialized technical discussion and too-superficial treatment of language. Beginners in the field of language will find a point of view and a wealth of information. Students of language will discover many fresh interpretations and some challenging ideas.

The book surveys the field of language, from voice production to semantics. It discusses with humor and insight such matters as language origins and evolution, etymology, American English, lexicographers, universal languages, and English grammar. It makes many interesting observations about language. "Language lives and grows as spoken language." Academies scholars demies, scholars, authors, and books come and go, but "women are the great arbiters of language. Mommy stays home, and Daddy goes out it is as simple as that."

The style of the book is light; the motivations are ingenious. Sectional headings like these give some clue to its sprightly approach: "Etymological Just So Station" "The woman logical Just-So Stories," "Linguistic Lemmings to the Sea," "Every Woman Her Own Web---" "" Her Own Webster," "The Way of a Man with a Word."

English teachers will be especially interested in the section on grammar. Though teachers will be especially interested in the section on grammatical firing lines may dispute many pargooks will still be fascinated by many of the points made. The ticulars, they will grammarians come in for the usual slap but not the usu ticulars, they will grammarians come in for the usual slap, but Professor eighteenth century grammarians of them than is the average language language tolerant of them than is the average language. eighteenth century grand of them than is the average language student. Laird is much more tolerant of them than is the average language student. eight is much more to he has sympathy and respect, too, for the average language student. I aird is much himself he has sympathy and respect, too, for the average As a teacher's efforts, though he feels much instruction is As a teacher's efforts, though he feels much instruction is misguided. English teacher's enotes, the grammar and may well know more the feels we don't understand our grammar and may well know more the grammar of an obscure Bantu dialect than of our standard may be grammar. He feels we don't an obscure Bantu dialect than of our own tongue. about the grammar of an essentially distributive land. the grammal distributive language (depend-He insists that Angua cather than inflections), is the true basis of Englishing upon word order rather than inflected language. A satisfactory English ing upon word order an inflected language. A satisfactory English grammar grammar, not Latin, an inflected language. A satisfactory English grammar grammar full cognizance of this fact, not give it gradeling grammar, not Latin, grammar and take full cognizance of this fact, not give it grudging recognition. Professor Laird attempts to do a big job, but he does it with compe-Protessor Land as one of the finest popularizations of recent years.

THE COLUMBIA-VIKING DESK ENCYCLOPEDIA. Viking Press, 1953; 1092 pages; \$7.95.

Any review of this new encyclopedia must necessarily refer to The Columbia Encyclopedia,* from whose substance the new book was hewn, but it has every right to be reviewed as a wholly new contribution to the reference library. First, how does it compare with the illustrious parent? It is much less expensive: \$7.95 as against \$35.00. It treats 31,000 articles as compared with 70,000, and has 11/4 million words instead of six million Entries are much shorter, but pithy and informative. Many lessimportant references have been eliminated altogether. Tantalizingly brief entries answer many questions on the spot and encourage further search for fuller details. The book is excellent for quick, authoritative reference, but it can provide no more than a kernel of important information. In a sense The Columbia Encyclopedia itself is a compromise between the many-volume encyclopedia and the one-volume desk encyclopedia. This is, in many ways, a further compromise, but it meets a real need nevertheless and will prove one of the most used books in anyone's library.

It is not just a digest of the larger book. It has added many features: handsome maps in the end papers, and maps of all the continents in the text; full-page, excellent illustrations on such subjects as architecture, electricity, costumes, furniture, birds, and even nuclear physics. The chart on geology codifies much of the material scattered throughout the larger book.

Since its aim is to avoid duplication of material usually found in the dictionary, it provides a different emphasis. It is a handy desk book, easy to handle to handle and use, thoroughly up to date.

Is it worth buying? It meets a different need from its parent. The larger book is, in my opinion, the best single reference work after the unabridged dictionary. The dictionary. The smaller book is a worth-while addition to any library—for those who want for those who feel they cannot afford The Columbia; for those who want

^{*}Reviewed in HIGH POINTS, December, 1951.

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a handy, authoritative encyclopedia in little; for those who want brief information easily and quickly found.

BEN JONSON OF WESTMINSTER. By Marchette Chute. E. P. Dutton

Marchette Chute's ability to recreate an era as well as a man is again Marchette Cnute's ability to be a trial state of the trilogy dealing with great men of demonstrated in the latest member of England and Shakestpears of men of demonstrated in the latest include of England and Shakespeare of London this English letters. Like Chancer of England and relate him to him to him English letters. Like Coamer of an and relate him to his times. Again volume is an attempt to analyze a man and relate him to his times. Again the period comes to life with vigor and color.

It is inevitable that certain comparisons be made with the earlier books, particularly with Shakespeare of London. The most obvious is the books, particularly with and Ben. Ben, a proponent of classic traditions and rules, saw himself as the guiding and chastening spirit of an age too much given to license. Shakespeare, on the other hand, "did not follow a set of rules, classical or otherwise, because his plays were shaped in obedience to a different kind of law."

The difference stamps the two men; yet when contemporaries passed judgment upon Shakespeare, only Jonson threw caution to the winds and said, "He was not of an age, but for all time." As Miss Chute points out, "This judgment of Jonson's is the only contemporary piece of writing on Shakespeare that assigns him the position he now holds . . . The only poet who was capable of writing the magnificent and fitting tribute that stands in the front of the Frist Folio was the classicist, Ben Jonson. When Jonson was confronted directly with the plays as a whole he had the greatness to see Shakespeare as he was; and there is nothing in all Jonson's career that does him more honor than the honor he was willing to do Shakespeare."

The book is rich in its picture of the Elizabethan and Stuart periods, and the personalities who helped shape them: King James and Charles I, Inigo Jones, William Camden, and a raft of playwrights. If Jonson himself comes through a bit less caustic than we commonly see him, we nevertheless rejoice at such excellent touches as Westminster in Jonson's boyhood, Jonson's visit to William Drummond of Hawthornden, and Jonson ever in trouble for "seditious utterances."

WORLD THEATRE IN PICTURES. By Tom Prideaux. Greenberg, 1953, New York; 256 pages, including index; \$7.50.

This is the kind of book one reads in a sitting and then goes back to again and again. Tom Prideaux, theatre editor of Life, has selected some of the finest principle. of the finest pictures from Life's theatre collection. The result, while not in any sense a line of the in any sense a history of the stage in pictures, is a vivid panorama of the theatre from Modern of the stage in pictures, is a vivid panorama of the theatre from Medea to Guys and Dolls.

The pictures, nearly all of contemporary or recent productions, show he amazing vist line is a Rome, the amazing vitality of the theatre. Sections are devoted to Greece, Rome, the Elizabethans, the Orient, and Broadway, among others.

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TREASURE CHEST. Edited by J. Donald Adams. E. P. THE NEW TREASURE (1953; 440 pages; \$4.00. THE NEW Company; 1953; 440 pages; \$4.00.

Those who turn first to page 2 of the Sunday Times book section and Those who turn mist at the right will welcome this new "treasure and the passages printed at the first volume which care it reasure the prose. The first volume which care is the passages printed at the right will welcome this new "treasure is a feetive prose." red the passages printed. The first volume, which appeared in 1946, der" of reflective prose. The first volume, which appeared in 1946, dest of renewive Plans and mature viewpoint of a cultivated reader. in this second book the selections are generally briefer but not less

The book is excellent for dipping, browsing, tasting. Its chronological anagement puts prose selections on different subjects close together, but anugement parting discontinuity. The casual reader may open to the perentire and incisive comments of Katherine Anne Porter or the magnifront pen portraits of Thomas Carlyle, but wherever his eye alights he ril be tempted to read on. Despite our hurried age short contemplative selections seem to find many readers. Even popular magazines run fillers of Confucian wisdom.

A selection by Holbrook Jackson admirably suggests the appeal of this ope of prose: "It is doubtful whether a writer can give anything to a teder that is not already there in some measure. All he can do is to make him conscious or more deeply conscious of what he already possesses by timulating apprehension, by smoothing or ruffling the surface of contiousness, and, in rare instances, by striking below the surface and opening the way to vision or revelation. Books at their best and in their most storable moments of reception revitalize. The end of reading is not more books but more life."

THE RENAISSANCE. By Will Durant. Simon and Schuster, New York, 1953, 776 1953; 776 pages, including index; \$7.50.

There must be something of the Renaissance man in Will Durant, for only a man with Renaissance breadth of understanding, interest, and opinism would be scale laid out by optimism would attempt a "story of civilization" on the scale laid out by the author. This feet are story of civilization what Dr. Durant has not lost a jot of his skill in presenting a picture of life during an important era.

From Our Oriental Heritage, published nearly twenty years ago, to this volume, readers. Heritage, published nearly twenty has author, but the has been illum: ordered Heritage, published nearly twenty years ago, but the road has been illum: road has been illum: has been illuminated by Dr. Durant's scholarship and insight. 79

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books are meant for laymen who would like to understand some of the books are meant for laylier writes history like a novelist. He has background of our culture. Durant writes history like a novelist. He has background of our culture. Description background of our culture. He has a good storyteller's flair for characterization, suspense, and incident. He has a good storyteller's flair for characterization, suspense, and incident. He a good storyteners and incide knows how to balance biographical detail and critical evaluation.

nows how to parameter "A History of Civilization in Italy from This newest study, subtract to the Death of Titian—1304 to 1576," tally from the Birth of Petrarch to the Death of Titian—1304 to 1576," carries the the Birth of Petrarch to the School periods in history. From the early reader through one of the most colorful periods in history. From the early reader through one of the most in Venice," Dr. Durant retells the preeminence in Florence to the "sunset in Venice," Dr. Durant retells the preeminence in Florence to significant clarity. The Borgias, the Medici, turbulent story with dispassionate clarity. Cellinithe Medici, turbulent story with dispassions and Machiavelli, Cellini—the great names Leonardo, Raphael, Michelangelo, Machiavelli, Cellini—the great names are here, placed in historical perspective. Though Dr. Durant freely ad. mits that many of the critical judgments are his own, he does not allow his personal reactions to color the presentation unduly. His method is to his personal reactions to join all strands of a civilization without isolating any. For example, since art and politics were intermingled in Renaissance Italy, Durant shows the interrelationships of Lorenzo and Botticelli, Piero di Cosimo and Savonarola.

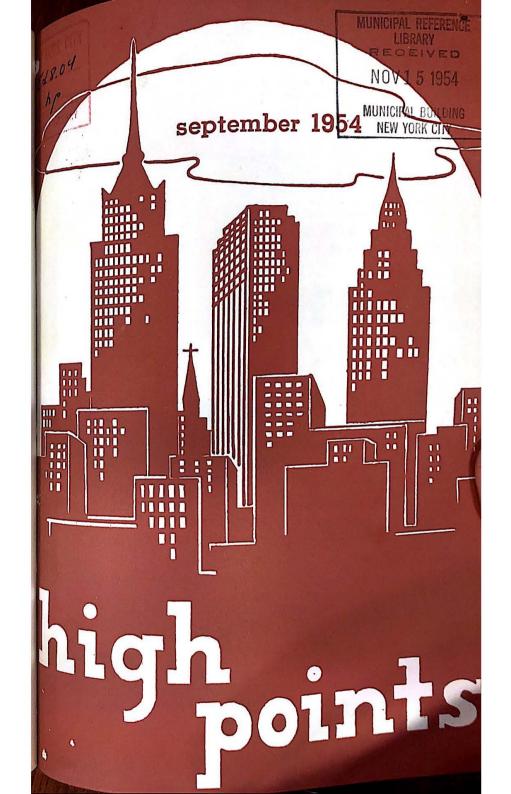
Teachers of art and history will, I suspect, enjoy the book as a painless review and a challenge. All teachers will enjoy its picture of an era.

HENRY I. CHRIST

HOW TO UN-MOTIVATE

Wrongful pressure on the part of both schools and parents does more than anything else to kill the inner urge to read. Why is it that boys who are retarded readers are very quick to learn subtle points about baseball? An interesting experiment with these boys, which we fear will never be conducted, would be to make baseball a school subject with tests, textbooks, homework, compulsory daily practice and angry parental pushing; and turn them loose for recess in the library to read anything they want, just for fun, with the librarian urging them please, for heaven's sake, to take it easy and not read so much.

—JOHN HERSEY





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The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.



A Survey of Teaching Traits HAROLD FIELDS*

In a recent examination for license as teacher of social studies In a recent change of New York City, slightly more than 200 in day high schools in New York a teaching test to be precise, 202) took a teaching test to be precise. in day high schools took a teaching test to demonstrate condidates (to be precise, 202) took a teaching test to demonstrate condidates (to be present experts who had to demonstrate the subject. This test was evaluated ability to instruct students in the subject. This test was evaluated ability to instruct students are present experts. their ability to most sompetent experts who had been previously ated by a group of competent experts who had been previously ated by a group of the standards and who had then reported on their obserbriefed as to classroom performances of these candidates.

At the conclusion of the examination an analysis was made of the strong and weak elements in all the 202 lessons that had been mesucos. The analysis was structured in terms of basic elements na social studies lesson, with particular attention to such factors s an interpretation and understanding of the present in terms of the past, the best means of stimulating democratic ideals and attiudes, the ability to develop critical analysis and open-mindedness. and the attainment of good citizenship in its every form.

Of the 202 candidates in the examination, slightly more than 10%-or 105 - were successful in the teaching test; the rest failed. An analysis of the favorable qualities was then made both for those who passed and for those who failed to make the grade; that is, all commendatory items were noted in the study, in order n collate information reflecting satisfactory training for performance as teacher. Not a small number of those who were finally tated unsatisfactory were credited with commendatory qualities which were included with the others; however, in these latter tather also obvious that the gravity and frequency of unsatisfactory elements in the lessons far outweighed the favorable items. h parallel manner, an analysis was made of the weaknesses also; these covered candidates who were successful and those who were unsuccessful. These findings were similarly analyzed and summarized.

The findings of the examining panel comprise observations that one concrine that should be onstitute a criticism, but rather jugments that should be onsidered as bases for appraising any training program. The candidates came from colleges within and without New York, some from as far as the mid-West; hence there is no section or college

Member, Board of Examiners, of the Board of Education of the City

to which can be ascribed specific weaknesses; neither can any one to which can be ascended by the factors of sound training that were obbe credited with an the sacration other words, bases for evaluation served. These findings are, in other words, bases for evaluation served. These minings are, and are treated here as such, presenting a pattern that, at first examination, seemed conflicting. Thus, whereas approved procedures in questioning technics were reported in 69 instances, poor—and even deplorable—procedures were noted in 209 in. stances. Again, whereas 68 checks were entered for commendable developmental features in the lesson, 479 weak or ineffective approaches were noted in the course of these lessons. In other words elements of a sound training program were quite obvious in many of the teaching performances; unfortunately, however, the converse was registered in a greater number of instances.*

In the case of candidates who were successful in these teaching tests (the standards of satisfactoriness are set by experienced supervisors and advisers in the field) they showed that they were able to invite a satisfactory degree of pupil participation in the lesson, an ability to arouse intercriticism in the class, a mastery of the skill in asking thought-provoking questions (rather than the purely factual or one-word-answer types), a sense of good organization and development in the preparation of the lesson material, and the ability to evoke adequate social outcomes. The college training of these applicants showed evidences of a realistic, comprehensive program of preparation.

These successful candidates had evidenced their grasp of a sound, broad concept of the aims and purposes in teaching the social studies.

WEAKNESSES. But, as was stated earlier, the weaknesses displayed in so many instances far outweighed the frequency of accounts to the standard of the frequency of accounts to the frequency o ceptable performances. Thus, in only two lessons was a properly proportioned balance between fact and thought questions recorded; the direct converse was reported in 59 lessons. Again, in only 4 lessons was the direct converse was reported in 59 lessons. lessons was the teacher observed developing worth-while attitudes, but in 55 learnings but in 55 lessons, the assistant examiners reported that "no change in attinude and the standard of the standa in attitude was likely to result from the lesson." As an example A SURVEY OF TEACHING TRAITS_ of the more routine aspects of a lesson, 7 candidates were comof the more round use of the blackboard; as against this, 38 were mended for good used them ineffectively. reported to have used them ineffectively.

eported to marked contrasts appear throughout the analysis of the These marked mind that uniform standards had been approxireport. Dealing a preliminary briefing by a panel that had given mated unloads. I are the material and given these tests in previous examinations (and whose judgments had these tests in previous examinations (and whose judgments had these tests in F sound) and bearing in mind too that the standards been held to be sound) been licit to standards of satisfactory performance were those of social studies chairmen who are in contact with teaching performances every day of the school year, the findings become the more significant to those engaged in personnel work. It is patent that the less related the training is to the realities of classroom procedures, the greater is the discouragement that ensues to students who are hoping to work in that field.

The major weaknesses were noted under many categories. Considering them in the order of their frequency, the one most noted was the constant acceptance of the practice of pupils' giving their answers directly to the teacher (183). The lesson thus assumed the pattern of just reciting something that had been learned; in most cases, the same objective could have been achieved through a written questionnaire or test. There were few opportunities provided for interaction as a means of voicing opposing points of view (72). Questions failed to draw out the pupils' own resources (54) (a lesson on Sparta and Athens was never related to contemporary conflicts in governments); in 93 lessons the teacher dominated the lesson by lecturing or assuming all leads himself and in 56 instances continuing emphasis on mere acquisition of subject matter, as against interpretation, application, and opportunity (and opportunity (a nity for mental growth, was noted. Other instances of failure to develop facets of a good social studies lesson were reported; the sum total pointed to the tendency of many new teachers to conduct the social the social studies lesson as a factual, traditionally-recitational period instead of treating it as one that calls for the use of subject matter as a first as one that calls for the use of subject as a first as matter as a foundation for understanding historic change. Absent too was a foundation for understanding historic and critical too was a desirable pattern of pupil participation and critical

In another phase, the analysis demonstrated failure to carry out well-organized. of time (56) amanagement of the period. Poor apportionment aspect of the lesson of time (56), poor transitions between one aspect of the lesson

^{*} The figures in this statement refer to the number of times that types of weaknesses (or strengths) weaknesses (or strengths) were noted and not to the number of lessons observed.

_HIGH POINTS [September, 1954] and another (68), inadequate distribution of questions (45), inadequate charles failure to arouse diffident pupils (47), inadequate checks on (45), incomplete lessons (33), close adheren failure to arouse united particles on achievements (35), incomplete lessons (33), close adherence to achievements (37) failure to note passivity of the student to the textbook (37), failure to note passivity of the students (36), the textbook (37) the students (36), the textbook (37) the students (36), the textbook (37) the textbook (37), failure to note passivity of the students (36), the textbook (37) the textbook (37), failure to note passivity of the students (36), the textbook (37) the textbook (37) the textbook (37), failure to note passivity of the students (36), the textbook (37) the textbook and other fundamental elements essential to good teaching were

One of the most distressing weaknesses lay in the failure to develop or stress proper social outcomes. Every text on the teaching of the social studies emphasizes the need of developing good citizenship and proper attitudes, of training students in the art of critical thinking, and of inculcating in young people the habit of arriving at judgments predicated on knowledge, critical analysis, and consequent synthesis. These are but some of the broad aims of effective teaching in the social studies. The subject matter in the classroom must be related to life experiences; else the social studies becomes a dead subject. Meaningful interest must be aroused if the lesson is to achieve its aims. Yet, as instances of oversight and lack of understanding, these examiners reported that candidates failed to capitalize on motivations that were inherent in the lesson itself (54), that important phases of subject matter were omitted or misunderstood (58), that there was little or no growth in social skills arising out of the lesson (60), that there was little critical thinking (49), that opportunities for concomitant learnings or enrichment were neglected (49), that the aim of the lesson was not clearly defined (33), that there was failure to utilize worth-while contributions of pupils (31), that the presentation was confusing (32), that there were few opportunities for pupil expression or initiative (38). The total pointed to the fact that too often the approach to the lesson was sterile, factual, and dull.

A continued, detailed listing of all the weaknesses found in candidates who failed to make the grade would only labor the obvious lesson at this point. Suffice it to say that major shortcomings by ings, by areas and frequencies, were reported in the aim and motivation of the lesson, in the development of the lesson, in the methodology employed, in the pattern of questioning, in the degree of interest of the degree of interest and socialization achieved, in the content of the lesson and in the lesson, and in the outcomes of the lesson. One could hardly touch upon more vital elements.

IMPROVING TEACHER PREPARATION. Special thought IMPROVING a discussing teacher preparation, to the problem should be given, in discussing teacher preparation, to the problem should be given, to the problem of student teaching. This is the area of apprenticeship which, unof student training program. A fortunately, is treated as a step-child in the training program. A fortunately, undertaken by the New York City Board of Educarecent study, that a number of colleges are treating this phase of tion, indicated that a number of colleges are treating this phase of teacher preparation with due concern for its importance. However, there are still a great many gaps that, in too many instances. remain to be filled. In many cases, the supervisors to whom is assigned the task of guiding and counseling the teacher student, have had little or no extensive experience in teaching a class in a public school; in many cases, the time devoted to observation of each student is inadequate.

Supervisors for student teachers should be judiciously selected and extensively trained; they should be acquainted with the different methods and problems related to different types of students and schools; they should know the content of syllabi and they should know wherein teaching in the junior high school, academic high school, and vocational high school calls for special treatment. In fact, the proposal could well merit serious consideration as to whether it would not be desirable to employ duly licensed and long-experienced departmental chairmen from the school systems for this vital phase in the college training program. Such persons would know every angle in the teaching situation; further, a full schedule—allowing for more students to be observed at more frequent intervals—could be set up, and a staff, so selected, could not only the second be set up, and a staff, so selected, could not only the second set up, and a staff, so selected, could not only the second set up, and a staff, so selected, could not only the second set up, and a staff, so selected, could not only the second set up, and a staff, so selected, could not only the second set up, and a staff, so selected, could not only the second set up, and a staff, so selected, could not only the second set up, and a staff, so selected, could not only the second set up, and a staff, so selected, could not only the second set up, and a staff, so selected set up, and a staff set up, and a sta not only guide the individual student more comprehensively and personally personally, but also assemble its observations and present them to the dear of the dean of the school of education with which they were associated as a school of education with the school of education ciated, as an evidence of areas that are being adequately and inadequately countries. quately covered by the college. The plan is worthy of exploration.

ACHIEVEMENT AND CHALLENGE. To sum up, the analysis of these that he evidence of lysis of these teaching tests points to the fact that by evidence of

HIGH POINTS [September, 1954] those who have made the grade, the colleges have done a good job; by the evidence of those who have failed, there is much yet job; by the evidence of the areas of student-teacher guidance, to be done—particularly in the areas of student-teacher guidance, methodology, classroom management, and in achieving the rich,

MR. SHAKESPEARE AGAIN

Mr. Shakespeare on the Sabbatical Farewell! thou art too dear for my possessing.

Sonnet lxxxvii

Mr. Shakespeare on the Term's Objectives God save the mark.

King Henry IV, Part 1, I, 3

Mr. Shakespeare on the Faculty Conference Here will be an old abusing of God's patience and the King's English.

The Merry Wives of Windsor, I, 3

Mr. Shakespeare on the Retirement System More is thy due than more than all can pay.

Macbeth, I, 4

Mr. Shakespeare on the Class Registers Hang out our banners on the outward walls; The cry is still, "They come!"

Macbeth, V, 5

Mr. Shakespeare on the Profession

Here is everything advantageous to life. True; save means to live.

The Tempest, II, 1

AMERICAN FOLKLORE

A gaily colored wall map picturing figures in American folklore is available for fifty cents. Write to Dr. Elizabeth Pilant, Ball State Teachers College, Muncie, Indiana. Additional folklore materials are available at a small or no charge.

Critical Years in Science Teaching IRVING ZEICHNER Henry Hudson Junior High School

There seems to be no doubt about the shortage of trained sci-There seems. One glance at the "help-wanted" section of a entific personnel. One glance at the "help-wanted" section of a entific personnes. Sunday newspaper or a scientific periodical will serve to confirm sunday newspaper statistics currently being server to confirm Sunday newspare statistics currently being compiled by the researchers of human resources.

Of special interest to us as teachers, however, are those statistics which, when extrapolated, paint the picture of science teaching in which, which the foreseeable future. At a recent meeting of the Federation of

Science Teachers Association of New York City and in a more recent article in Scientific American (February, 1954) Dr. Fletcher G. Watson of the Harvard Graduate School of Education presented some interesting possibilities. According to his findings, the need for new science teachers to meet the tremendous growth in secondary school enrollments will soon soar to about 10,000 per year. Between now and 1966, it is estimated, we shall require a total of 100,000 new teachers to man the nation's science classrooms. Sadly, however, the sources of teaching strength are drying up. Total university graduations have steadily declined since 1950,

teach has decreased in addition. There is no need to belabor the implications of these figures. Clearly, in an electronic and atomic era, the shortage of scientific personnel is of national significance. Quite logically, Dr. Watson makes the elementary deduction that the lack of qualified science

and, what is worse, the percentage of these graduates qualified to

teachers in the secondary school classrooms chokes off the supply of scientists at the source.

Let us localize the problem. Even now in New York City, as the "bulge" of the wartime increase in the birth rate is reaching the junior high school, more than half of the teachers meeting science I leave?" and science classes in this division are teaching "out-of-license" and are presumably not completely qualified in subject matter. The science stall science student teacher is something of a rare bird indeed! Why? In the first place, the normal forces of supply and demand which govern our free economy do not operate in the case of school teachers. school teachers. Whereas a large aircraft or engineering firm can make fabilities. Densions and make fabulous offers of salary, working conditions, pensions and promotions during the salary of salary, working conditions cannot and do promotions during a labor shortage, school systems cannot and do

not compete. Of course, the entire crisis in education could be not compete. Of could be resolved simply and immediately with enough money. Indeed, it is resolved simply and managed, it is self-evident that unless teachers' salaries are brought up to more self-evident that united strength and the self-evident that united strengths are self-evident to self-evident that united strengths however, we must recognize that salary levels in teaching will never approach those in such occupations as engineering, physics, medicine, or dentistry. How, then, can we tempt potential science medicine, of deficiency teachers away from these fields into teaching? To answer this question, we should examine some of those values which, theoretically, motivate people to turn to teaching in general and science teaching in particular.

Classically, the teaching profession has been one of reasonable prestige in the community. Theoretically, too, a short work week, a long summer vacation, a retirement plan, opportunities for sabbatical leave, and the ennobling aspects of carrying on the cultural heritage and helping young people to grow and realize their potentialities in society, have motivated young people to turn to teaching. Many have also been attracted to the field by a desire to emulate individual teachers whom they learned to respect and love. In science teaching there are other values. The love of truth, the spirit of scepticism and investigation, the desire to work with scientific materials, and the opportunity for exchanging ideas with

pupils and colleagues are some typical possibilities.

But the potential teacher who has been given good guidance must know that the work week of a teacher far exceeds the actual clock hours on his timecard, that long summer vacations are used for extra jobs to supplement income, that a 35-year retirement plan, in addition to taking a big bite out of the monthly check, leaves the teacher on the "firing-line" for too long a time, that few can afford sabbatical leaves, and that there are so many other practical hazards in the carrying out of daily tasks that teaching, per se, often takes a back seat in this kind of journey through life.

Some of the other values remain, their degree of potency being a function of the individual teacher's personality and his particular place in the school system. Of course, there are those people who, in Dr. Watson's words, "just have to teach." They can be relied on to form the hard core of the profession in the face of all adversion. During the hard core of the profession in the face of all adversions. adversity. But these dedicated and competent people are not enough Hammer for an enough. How can we attract the greater mass so necessary for an adequate school adequate school program?

100KING into those remaining values which have been mensurer is to enhance in which they will be copent recommendately a degree in which they will be copent recommendately. swer is to emiante swer is to emiant which they will be cogent reasons for choostioned, to a degree in which they will be cogent reasons for choostioned, to a teaching as a life's work. tioned, will ing science teaching as a life's work. Listen to any gathering of science teachers. The complaints are Listen to any supplies and facilities, overcrowded classes, universal. Lack of supplies and facilities, overcrowded classes, universal. Lack of repair, leaky ceilings, absence of laboratory equipment in need of repair, leaky ceilings, absence of laboratory equipment in aboratory equipment and an overabundance of paper work make life unassistance, and an overabundance of paper work make life unassistance, and an overabundance of paper work make life unassistance. assistance, and these complaints be alleviated? Here are some

suggestions. Since science subjects are laboratory in nature, class sizes must be reduced to twenty-four at most. Adequate equipment must be brought in; major repairing and remodeling must make our laboratories fit and desirable; science teachers must be relieved of derical duties, building assignments, and official classes. Opportunities should be provided to enable teachers, adequately compensated, to initiate simple research projects to be carried on with pupils after school. Qualified science teachers should be staked to free ruition in all courses leading to the doctorate. Summer research seminars should be instituted with full and adequate pay for qualified people.

"Completely crazy," you say. Perhaps. But how are we to face up to an impending crisis? Not by sitting back and diagnosing the disease without looking for a cure! Not by discussing the issues in a detached and academic manner! Not by arguing about the num-

ber of teeth in a horse's mouth without going out to count them! These are not impossible aims. See how they have been achieved in other areas. Generally, industrial arts classes are limited to eighteen or twenty-four pupils, and teachers of industrial arts, for the most part, have no official classes. Coaches have been paid for extra-curricular coaching for years, and afternoon centers provide a steady source of income for many teachers of such activities as sports, arts and crafts, and sewing. Free tuition is already provided by the start of the start by the state for the M.A. in Education and for the M.S. in Education in Guil tion, in Guidance and School Counseling. Equipment for radio-active studies to the M.A. in Education and for the first radioactive studies has already been brought into some of our high schools, and schools, and summer fellowships have been granted to many for the study of the study of methods in teaching radioactive techniques. These gains must be money, but gains must be extended. Of course, this will require money, but if there is really if there is really an impending crisis in science teaching and, if our HIGH POINTS [September, 1954]

national security and growth are threatened by such a crisis, the great many men of stature and reputation in our New York City great many men of states the help of our representatives to initiate legislation providing for federal, state, and city funds to meet the legislation providing to legislation providing to the crisis head on. The alternative is to wait until the crisis is upon us when we shall have to be satisfied with lowered standards, in. competent and unprepared personnel, and all the consequences of unpreparedness.

In an article regarding the Science Talent Search which appeared in the World-Telegram and Sun, the following statistics

came to light:

"Of the 260 students named for honorable mention in in the talent search, 73 have indicated that their first choice for careers is some branch of engineering, physics interests 42, and chemistry is favored by 38 of the boys and girls. Thirty-one expect to study medicine. Six want to be teachers."

These figure are not surprising in the light of the fact that few science teachers, at present, would channel the interest of a promising student into teaching with any amount of sincerity. Personally, and in spite of my affection for science teaching and a reasonable sense of pride in my work, I would no sooner urge my son to prepare for the profession now, than my father would have urged me to prepare for a career in tailoring years ago.

A LITTLE SUGAR. Probably there are no reliable figures for any parallel situation in Russia. Probably there is no such probably lem. I am reminded of the ancient story of the Bolshevik who promised his companion, "Comrade, comes the revolution and you will eat strawberries and cream." "But," replied the other, "I don't like strawberries and cream." "Comes the revolution," replied the first, "you will eat strawberries and cream whether you like it or not!'

Here, in America, where free thought and free choice are cherished liberties, we do not force people to accept or to enjoy anything which is alien to their own free wishes. But it is incumbent upon bent upon us to make our offerings more attractive if we want more customers. Many of us like strawberries and cream, but even more of us would like it with a little sugar sprinkled on top.

Ideals of American Youth M. DONALD ADOLPH Thomas Jefferson High School

Over the years, thousands of working teacher committees have Over the problems of youth. The biennial reports of the white House Conferences are replete with these experiences of White House who have directed their attention White House experiences of the adult educators who have directed their attentions to the well-

being of youth.

It is obvious that maturation and acculturation and the developnent of ideals constitute a slow and difficult process. Superior ment of the standards of character and responsible citizenship are the product standards and education. The family and the community with all resources at their command must assume their responsibility and share in the process. It should be crystal clear to youth leaders teachers and particularly parents—that they, arm-in-arm, must take a more aggressive role in the social, economic, and political events of the city, state, and nation. It is only when men and women with courage, understanding, vision, reasoned action and ideals act as models for emulation that we can say and feel that our American culture is on a solid-rock social foundation acting as a force in guiding the youth of today towards becoming a future intelligent citizenry with ideals and permanent ethical values.

It is obvious, too, that these are days when the press, radio, and television are trumpeting the names of graft-taking high brass; when officials are forced to admit to the taking of gifts, fees, percentages, or payments for political patronage, for influence sales, and for practices and actions considered by enlightened Americans as unethical. These are days when office seekers are tharging political opponents with mismanagement and malfeasance—when voluminous shocking reports are being made by govenment inquiry committees, crime commissions, and grand juries. Unbelievable, yet we have learned too about basketball "fixes," football scandals, and questionable practices by personnel in charge of school athletics.

Surveys show youth are committing more and worse crimes. Authorities are convinced that deterioration of home life, with the lowering of Ferimates indithe lowering of moral standards, is a prime cause. Estimates indicate a "tidal" cate a "tidal wave" of youth crime and delinquency in the next decade. The delin decade. The delinquency cost in 1952 was estimated at 25 billion. The American The American public must be aroused from its smug attitude and

traditional apathy. How short-sighted can one be? In the same traditional apacity. In the syear, 1952, only five billion dollars was spent on education.

OUR PART OF THE JOB. Needless to say, understanding our Part of the pathways teachers are aware that there are "dangers" along the pathways of the proper bringing up of children. All the pertinent facts of modern psychology and physiology clearly show that development is adjustment to the environment. Our task as teachers is to guide the youth to an understanding of himself and his environment. The impulse of all youth to hero worship must especially be exploited through the teacher (and curriculum). As resourceful, trained persons we have the know-how to win the affection and loyalty of youth. Young people look to us as their idol; they like us; they would like to cultivate our friendship; they come to us with their intimate problems and they solicit our help. Can the conditions be more ideal for the acquisition of knowledge, for the inculcation of good habits and for the realization of the noblest ideals of mankind?

The part that some teachers and parents must clearly understand and play in guiding youth towards a better appreciation of permanent values is to give the teen-ager many opportunities for discovering what he can do by himself, on his own. Teachers and others must find the time and be ready at any time to answer the "why's" of doing right and of being upright. A recent article by Professor C. Wright Mills, "A Diagnosis of Our Moral Uneasiness," in the New York Times Magazine, aptly states that values and codes have become hollow. Dr. Mills says, "The surrender of our older values and codes and failures to set up new standards are found at the bottom of our social ills."

SURVEYING CURRENT IDEALS OF YOUTH. The following questionnaire, "What Do You Wish For Most?" was submitted to 285 boys and 135 girls in the writer's high school. More as a curiosity factor, rather than a control, it was given to a very limited number of entering freshmen—boys and girls 13 to 15 years of age. The other participants were students in their senior year. It should be pointed up to those who are not familiar with the school and community where the "values survey" was given, that it is located on Pennsylvania and Dumont Avenues in the Brownsville and East New York sections of Brooklyn. It was a

IDEALS OF AMERICAN YOUTH____ slum area twenty years ago. Today, the old tenements are increasslum area twenty years are increasingly being replaced by modern fireproof buildings through the ingly bousing program.

City's housing program. City's housing Property as of today are first or second genera-The youth of yesteryear as of today are first or second genera-The youth of you large extent. Their parents, in the main, came to Americans to a large extent. Austria-Hungary from Europe mostly Poland, Austria-Hungary, Russia, and Gerfrom Europe treats there has been an influx of from Europe Index, there has been an influx of many fine Negro many. In recent , South. The limitation of current housing facilifamilies from the younger families and second and third ties has forced many of the younger families and second and third ties has lorted hand third generation Americans to remain in the community against their

I have taught today's youth—the sons; and yesteryear's youth the fathers. It is plain to see that each generation has tried, and is trying, to improve itself. (Good parents have always tried to offer more to their children.)

Here is the questionnaire. Compare the findings with the study made in October, 1934.

What Do You Wish For Most?

Below is a list of eight values which people commonly like or wish for. Tell which one you wish for most by putting a figure 1 before it, tell which one you wish for next by putting a figure 2 before it, and so on to the one you wish for least, before which you put an 8.

... Fame or Eminence. To be famous, to render devotion to a cause or to a country as did Thomas Jefferson, Abraham Lincoln, and Franklin D. Roosevelt.

Popularity. To be celebrated; to be well-known and have your name in the newspapers, as do Frank Sinatra, Betty Grable, and Bob Hope.

land, as did II. acquire possessions, like money, factories, bonds, and land, as did Henry Ford, John D. Rockefeller and J. P. Morgan.

with the joy of 1: To cultivate a love of beauty; to be filled with the joy of living; to like poetry, painting, natural scenery, etc.

energetic, and promote interest and happiness in society; to be unselfish, energetic, and useful in a humanitarian way, as were Clara Barton, Louis Pasteur, and Florida in a humanitarian way, as were Clara Barton, Louis Pasteur, and Florence Nightingle.

liked by your comes to pleasing and amicable; to attract liking, to be well liked by your comrades and friends.

wisdom. To have the ability to judge soundly and to have knowledge, with the carefular, to spend edge, with the capacity to make due use of it; to be a scholar, to spend

_HIGH POINTS [September, 1954] your time in study, and to write books such as Albert Einstein, John

Physical Fitness. To have good health; to be able to live your life to its fullest, to participate in games of strength and skill, such as basketball,

swimming, tennis, track, and rootpan.

Note: It is evident that the above is valuable only as a record of what Note: It is evident that the above as what you ought to think or what you actually and honestly think, not what you ought to think or what other people think. Its purpose will be defeated unless you are entirely

Results of the Survey October 1952

Submitted to: 420 students 285 boys: 268-seniors 17-freshmen 135 girls: 121—seniors 14—freshmen

Age Groupings:						•				
	FRESH	<i>IMEN</i>	7			SE	NIO	D¢.		- 4550
Age (years): Male:	14	15		1	6	17		.8	19	Total
Female:	14 13	5			35 34	156 74		22	3	285
SENIOR CHOIC	ES:					/ 1	1100	2	1	135
r		.1	2	3	4	5	6	7	8	Total ·
Fame		22	19	24	39	56	72	84	95	411
Popularity		18	25	51	53	63	59	70	73	412
Wealth		48	74	60	52	41	42	47	45	409
Appreciation of E Service	Beauty	20	38	28	67	56	58	59	87	413
Likability		27	21	45	46	67	71	74	66	417
Wisdom		81	84	75	55	42	51	22	5	415
	ř	42	79	84	56	84	46	. 40	20	415
Physical Fitness		164	80	45	37	40	18	17	15	416
FRESHMEN CHO	ICES:									
		1	2	3	4	5	6	7	8	Total
Fame		3	1	3	. 8	5	4	1	3	28
Popularity		0	1	7	3	2	1	4	9	27
Wealth		2	6	2	3	3	1	6	3	29
Appreciation of Be	auty	0	5	1	7	3	4.	3	5	28
Service	100	2	_	_	_	-	4	1	5	28

IDEALS OF AMERICAN YOUTH_

October 1934

Submitted to: 326 students in the graduating class of Jan. 1935 166 boys and 160 girls

s Ideals Ma	de by	Boys	:	, Year						
Selections of Ideals Ma	1	2	3	4	5	6	7	8	Total	
	21	48	43	27	12	7	4	1	163	
Wisdom	9	16	22	37	33	31	11	2	161	
Service	8	34	25	16	20	14	20	21	158	
Wealth Physical Fitness	113	23	10	10	4	3	0	0	163	
Physical Likability	8	21	38	44	21	29	9	2	163	
Popularity	4	9	5	15	18	25	39	48	163	
Appreciation of Beauty	3	6	10	10	26	24	29	54	162	
Fame or Eminence	0	1	4	11	30	36	46	35	163	
		. ,								
Selections of Ideals Mad	e by G	iris:								

Selections of Ideals Made by Girls:

	1	2	3	4	5	6	7	. 8	Total
Wisdom	23	46	38	22	22	6	2	1	160
Service	7	19	22	32	37	24	10	8	159
Wealth	1	13	13	24	26	23	26	33	159
Physical Fitness	108	23	11	10	4	1	2	0	159
Likability	13	37	43	31	15	11	4	2	156
Popularity	0	5	4	11	16	37	42	45	160
Appreciation of Beauty	8	10	18	29	34	26	16	.16	157
Fame or Eminence	0	2	4	5	3	31	57	51	153

YESTERDAY AND TODAY. The reader can and should interpret the findings in terms of individual experiences. The writer wants to point up some comparisons of the choices made then and now.

The findings showed that more than forty per cent of the outh of to 1. youth of today, as compared with seventy per cent of the respondents of trues. ents of twenty years ago, selected physical fitness as their first choice. This is choice. This ideal has held the lead despite the tremendous appeal of fame, popular to the teachers of fame, Popularity, and even likability. (A salute to the teachers of health and physical education.)

Likability ranks second on the list of values deemed important youth today. to youth today. More than twenty per cent selected this as a

Likability

Wisdom

Physical Fitness

first choice and more than seventy per cent picked it in the upper half of their choices. It is interesting to note from the compiled results of research by the experts at the Midcentury White House Conference on Children and Youth that teen-agers today are not so very different from other human beings. Like others, youth so very different rooms and appreciation and recognition. Youth seeks intimate friendship and appreciation and recognition. Youth especially wishes to be accepted at face value and be well liked by friends and peers. This is more true of girls than boys. Adolescents desperately wish to be "like" the rest of their group. They dress alike, speak their own "slanguage," and insist on greater independence from adult domination. They seek recognition in the community by striving to join and share with adults in planning community activities.

Years ago, too few seniors had the desire for service. Today, many consider this value as important as fame and appreciation of beauty.

Twenty years ago wisdom was considered a more valuable asset than wealth. Today the latter attribute is consistently wished for by youth. Forty-eight seniors—ten per cent of those tested want riches as their first choice, as compared with eight boys and one girl of a score years ago. Today the expression "money is everything" is heard too often.

IDEALS ARE CAUGHT AND TAUGHT. Events in our time have made it quite clear that if democracy is to be kept safe as a form of government, then the school, the home, and the community must continually apply its precepts and practices. Teachers, parents, and community leaders must live by its principles and "foster, promote and develop it as a way of life."

Youth is vulnerable. Character traits and social and civic values and ideals sought by American teachers and parents for their children and youth must first be demonstrated since these ideals are caught and taught. Enthusiasms and proper attitudes for responsible democratic citizenship by adults cannot help but beget proper attitudes and enthusiasms by their children.

No more fitting words could I use to conclude than to quote Dr. Kilpatrick, "We learn what we live . . . and we learn it in the degree at the degree that we live it. And what we thus learn, we therein build at one. build at once into character."

Teaching students how to spell is one of the major problems Teaching steachers of transcription and advanced shorthand. Cer-facing teachers of transcription and advanced shorthand. Cerfacing teachers of that a substantial number of students entering tainly, it is a fact that a substantial number of students entering tainly, it is a advanced transcription classes do not possess even elementary or advanced transcription classes do not possess even elementary spelling ability required for successful and comthe minimum and competent performance in the average office. As a result, the shortpetern personal perso the spelling ability of his students to the point where it meets vocational standards—or, at least, enables them to pass the Regents examinations.

The problem is further complicated by the fact that the shorthand teacher must also teach such other phases of English as punctuation, capitalization, the use of possessives, attention to meaning and context, the use of the dictionary, and vocabulary.

There are two primary objectives in shorthand-transcription classes: (1) the building of shorthand speed and (2) the development of transcription ability. These two activities in themselves require so much time that it is difficult to allocate additional time to the teaching of English in general and spelling in particular. (However, it should be understood that a similar problem faces teachers in all other subject fields. Every teacher is responsible for improving the general English ability of his students and in teaching them the specific vocabulary and spelling encountered in his particular field.)

The problem is, then, to devise a systematic, effective method of teaching spelling that will require the least possible time in the classroom.

CLASSROOM PROCEDURES FOR IMPROVING SPELLING.
It is not were as many as It is not unusual for shorthand teachers to review as many as to 30 could be shorthand teachers to review home-25 to 30 spelling words a day in the course of reviewing home-Work, dictating words a day in the course of reviewed letters.

However this new material, or checking transcription letters. However, this method of reviewing and emphasizing words as they come were the consuming that they come were consuming to the consuming that the consuming the consuming that the consumi they come up during the period may be time-consuming, hap-hazard, and is greatly the period may be time-consuming. hazard, and ineffective inasmuch as the teacher can rarely test the learning taking place and the student may be giving very little attention to the spelling work.

There is, however, a simple method of teaching spelling and testing the learning. A number of spelling words, preferably ten should be assigned for homework every day. Spelling is imporshould be assigned to the daily homework assign. ment. In the course of a term, students can practice at home over .750 selected spelling words.

The assignment of spelling words for homework does not completely eliminate all reference to spelling in the classroom; however, class spelling work can now be kept to a minimum. It is still necessary to review a few highly selected, difficult words each period as they come up in the dictation, calling special attention to the specific combinations of letters which cause the misspelling. Such a review should usually take about a minute each period. In addition, it is also good practice before checking transcription letters to write all troublesome words on the blackboard so that the class can see the correct spelling. Thus, all spelling work is highly motivated and highly functional.

On the first day of the term, a mimeographed spelling list should be distributed. A sheer of legal-sized paper may be used for this purpose. Such a sheet may contain as many as 320 words and these words should be divided into 32 groups of 10 words each separated by underscores. The words should be culled from letters which are to be dictated during the first part of the term so that there is an obvious connection between the spelling homework and the daily dictation work. The class should be informed of this fact! Difficult spelling words—demons, as it were—should be frequently repeated, so that words like "occasionally," "similar," and "recommendation" may occur ten or more times on a single sheet. New lists should be distributed when needed, each sheet tying in with the daily dictation work.

For homework, students should write the ten words four times each in two groups of two; that is, they should write each word twice consecutively going down the list until they complete the ten assigned words. Then they should write each word twice again in the same way as the first time, making four times in all.

This method at This method eliminates mechanical repetition to some extent, at least and design and design and design and design are design. least, and demands a certain minimum degree of attention. The spelling assignment should be motivated very carefully;

ag spelling, as the each ten-day period, upon the completion of At the end of each ten-day period, upon the completion of At the end of the teacher should give a 25-word written longhand 100 WORDS, the which usually should consist of the most difficult spelling test which usually should consist of the most difficult spelling test most difficult words in the groups covered to that date. These words should words in the bedictated so rapidly—about 12 a minute—that students have be dictated or no opportunity for making corrections although they may little or no opportunity do so if they wish and if they have the time. In giving the test, the teacher should pronounce each word at least twice, once in a short, meaningful sentence to illustrate its actual usage. The whole test should take about four minutes. Papers should be collected immediately upon completion of the 25th word; no time should be allowed for checking or correcting. All tests should be announced one or two days in advance.

Test papers should be returned the following day, and those words which gave the class as a whole the most trouble should be reviewed. Correcting papers and entering marks should take not more than fifteen minutes. Ten points should be deducted for each error.

These short tests should be given at the end of the tenth day, the twentieth day, and the thirty-second day (if a 320-word list is used), at which time the first mimeographed sheet will be completed and another one will be distributed. Then, about a week later, a 50-word review test, based on the entire list of 320 words contained in sheet 1, should be given. Five points should be deducted for each error, although the teacher may, if she wishes, mark the papers in terms of the number of words spelled correctly or incorrectly. The words most commonly misspelled should be given be given special attention in class and usually should serve as a special spelling assignment that night.

At first glance, this method of teaching spelling may seem to require a great deal of teacher time and effort. Actually, in the course of a teacher time and effort. course of a term, it requires giving about eight 25-word tests and two 50-word tests and the solution of the s hours of out of a term, it requires giving about eight 2)-word tests, involving a total outlay of not more than three hours of out of all outlay of not more than three hours of out of all outlay of not more than three hours of out of all outlay of not more than three hours of out of all outlay of not more than three hours of out-of-class time. The results justify the effort, and the time is well spent.

TESTING THE EFFECTIVENESS OF THE METHOD. How effective is this method of helping students learn to spell? Is it worth the students' time and the teacher's effort? Many educators worth the students' time and the teacher's effort? Many educators and psychologists claim that (1) very little effective, permanent learning takes place when students are required to memorize word lists because the learning situation is too artificial and non-functional and that (2) even if learning does occur, there is no necessary transfer or carry-over from the word list or non-functional situation to the functional situation, in this case transcription on the typewriter from shorthand notes.

The remainder of this article contains the results of a study conducted for the purposes of testing the validity of these two objections.

Procedure

1. TO DETERMINE WHETHER OR NOT LEARNING OCCURS: In order to examine the first problem of whether or not learning actually occurs, two Stenography 4 classes-hereafter called the Experimental classes—were assigned spelling homework from the beginning of the term and were given the customary 50-word spelling test after they had completed the first spelling list of 320 words. Then, with the cooperation of the English Department, this same 50-word test was also given to a normal English 7, a normal English 8, and the honor English 7 class—hereafter called the Control classes. For further comparison, it would also have been advisable to give the test to other Stenography 4 classes in the same school taught spelling by different methods, but none was available so the test was given instead to a Stenography 3 class—also called a Control class. In addition, the test was given to a Stenography 4 class in another high school—hereafter called the Control School class. All papers were marked on the basis of the number of words spelled incorrectly.

The purpose of this testing program was to determine whether or not the Experimental classes were statistically significantly superior to the Control classes in their ability to learn how to spell selected. spell selected words through the use of word lists assigned for homework and it homework and through the subsequent use of a systematic testing program ing program.

2 TO DETERMINE WHETHER OR NOT TRANSFER 2. TO DELEGATION TO test the second problem of whether or OCCURS: In order to test the second problem of whether or or carry-over from the longhand lies. OCCURS: In order from the longhand list to the typenot transfer or carry-over from the longhand list to the typetranscript occurs, three specially constructed law not transfer of carry, three specially constructed letters were written transcript occurs, three specially constructed letters were written transcript to the Stenography 4 Experimental classes. These three dictated to the Stenography context the same for dictated to the occupant and in a meaningful context the same fifty words on letters contained in a meaningful context the same fifty words on letters contained the longhand spelling to was a tenwhich the classes the longhand spelling test and the type-day interval between test during which time and the typeday interval during which time no direct reference writer transcription test during which time no direct reference writer transcriptions was made to the longhand test or to the words in it. In order to was made to mossibility of errors' occurring because of difficulty eliminate and reading shorthand notes, the letters were first carefully previewed and then dictated for speed practice several times.

For the actual transcription, the letters were dictated well within the speed of the entire group and the students were allowed sufficient time to transcribe all three. Students were not permitted to use dictionaries. Only the 50 spelling words were marked; typographical or shorthand errors were counted as spelling errors. There were thirteen such errors, most of them caused by the inability of students to read their notes correctly (despite the intensive preview and dictation practice).

The same procedure of testing for carry-over was employed with the Stenography 3 Control class. However, in this case there was a seven-week interval between the written and transcription tests during which time several of the fifty words were drilled in the course of daily lessons. The three letters were also previewed and practiced; nevertheless, twelve of the errors made were in reality stenographic in nature.

Findings

1. TO DETERMINE WHETHER OR NOT LEARNING OCCURS: Table I contains a frequency distribution of the errors made by the students in each of the classes (excluding the Control School at the classes) trol School class), a listing of the number of students tested in each class the each class, the mean (average) number of words spelled incor-tectly in each all and average number of words spelled incortectly in each class, the standard deviation and variance of each class to show it. class to show its internal variability, and the standard error of the mean to give an indication of the reliability or consistency of

	(Measurements Are in Terms of Words Spelled Incorrectly)	7 3/17 2	6	7	pelled Incor	rectly)			
и	Number of Words Spelled Incorrectly	Sten. 4 Exper. Written	Sten. 4 Exper. Trans.	Honor English 7 Control	Normal English 7 & 8	Honor English Exper.	English 7 & 8	Sten. 3	ì
	30-32				Written	Written	Writte		
	27-29				-				
	24-26								
	21-23				.			-	
	18-20				ς.	*		-	
	15-17			٠,	4				
	12-14			٠, ر	9			2	
	9-11		·	7 (∞ 1			2	lGI
	8-9	•	۷ ٥	7 (7		(4)	~	• •
	3-5	71	٥٥	7 (7		1	10	0,
	0-5	35	25	ж г	m r	1	1	5	INT
Number of Students	donte				0	10	10	3	2. [
Mean Number of U	of Words Michalles	61	55	23	46	11	12	20	Sep I
Standard Deviation	ationationspense	2.51	3.13	6.04	13.28	.82	1.42		ten
Variance	-	4.55	2.45	4.97	7.09	1.25	1.68		ber
Standard Error of the	r of the Mean	.27	33	1.04	50.34	1.56	2.81		, 10

An unexpected factor entered into the picture in testing the An unexpected for classes. The Honor Control class consist-three English Control classes. The Honor Students who three English Contained eleven students who were also ing of 34 students Chargophy 4 Experimental Class. ing of 34 states who were also ing of the Stenography 4 Experimental Class; these eleven members of the Stenography 4 Honor English Experimental Class; members of the Honor English Experimental Group. students are referred to as the Honor English Experimental Group. students are reliable to the English 7 and 8 Control Classes consisting of 58 students. The English 7 and 8 students: these twelve students The English 7 and 8 Experimental Grove Till referred contained twelfish 7 and 8 Experimental Group. The significance to as the English 7 and 8 Experimental Group. The significance of this factor will subsequently be explained.

An examination of the class means listed in Table I shows An examination of the Experimental groups made considerably fewer errors that an energy control groups. For instance, the average number of errors made by each student in the Stenography 4 Experimental classes was 2.51 and the average number of errors made by the eleven Honor English students in the Experimental class was only .82. On the other hand, students in the English 7 and 8 Control classes made an average of 13.28 errors, and students in the Stenography 3 Control class made an average of 859 errors. As shown in Table IV, the Control School Stenography 4 students averaged 8.26 errors.

The critical ratios (t ratios) contained in Table II show in every instance a highly significant difference between the means of the Experimental and Control groups.

In addition, the small standard deviations and variances of the Stenography 4 Experimental classes (2.13 and 4.55 respectively) indicate that on this particular test these classes were relatively homogeneous in nature; that is, the range of individual scores or errors made by each student (the scatter or dispersion of individual scores from the mean) was quite narrow, all the Experimental students making approximately the same number of errors on the spelling test. Note how all the Experimental scores in the frequency in the lowerfrequency distribution on Table I are concentrated at the lowerstore end of the distribution. On both the Experimental Written and Transcription tests combined, only two students made more than eight errors.

On the other hand, the distributions of the Control classes occur in a relatively normal manner, ranging all the way from very low error very low error scores to very high error scores with a concentration in the center. Even in the English Honor Control class, which to start with me. to start with was a relatively more homogeneous group based on 27

Groups Compared	Group*	Critical Ratios	Probability	Level of Significance
Sten. 4 Exper. Written	2.51	76:6	Less than 1%	Very Significant
Honor English Exper. Written	.82	4.75	Less than 1%	Very Significant
Eng. 7 & 8 Exper. Written	1.42	10.22	Less than 1%	Very Significant
Sten. 4 Exper. Written	2.51 6.04	3.29	Less than 1%	Very Significant
Sten: 4 Exper. Written	2.51	5.58	Less than 1%	Very Significant
Sten. 3 Control Written Eng. 7 & 8 Control Written	8.59	3.15	Less than 1%	Very Significant
Sten. 3 Control Written	8.59	1.72	Less than 20%	None
Sten. 4 Exper. Written	2.51	2.39	Less than 5%	Significant

superior English grades the previous term, the standard deviation superior indicates theoretically a range of student scores of superior English grades theoretically a range of student scores from zero of 4.97 indicates theoretically a range with the observed from t of 4.97 indicates which is in accord with the observed frequency dis-10 21 errors, the table. This is precisely what we would 21 errors, which is precisely what we would expect tribution in the table. This is precisely what we would expect tribution in the Control classes; i.e., that the distribution tribution in the Control classes; i.e., that the distribution of scores from all the Control correlate closely with the from all the control established among the individual control established amon in this spening among the individual control students.

The Experimental and Control groups were both drawn from The Experimental the same heterogeneous student population, each approximately the same heterogeneous student population, each approximately approximately students of varying degrees of intelligence, Enggroup command scholastic ability. Therefore, we would expect lish ability, and scholastic ability on the small scholastic ability. both groups to perform equally on the spelling test and to obtain the same means and variances. The marked superiority of the Experimental classes and their greater homogeneity can be attributed to only one factor or variable—the special spelling instruction and systematic testing to which they were subjected. Not only did the Experimental classes as a whole score significantly better than the Control classes as a result of this spelling practice but practically all individual differences among the Experimental students in spelling ability on this word list were also eliminated. All Experimental students did well on this test.

The standard error of the mean indicates the degree of confidence (reliability) we can have in any sample mean, such as the means obtained in this study. Generally, the smaller the standard error in relation to its mean, the greater the confidence we can have in that mean's being close to the true (population) mean; that is, the mean that would result if every student in the particular group under consideration were tested.

The standard errors of all the Experimental means listed in Table I are very much smaller than those of the Control groups to the control groups that we may reasonably conclude that the obtained Experimental means are more reliable than the Control means. As a matter of fact, there is only one chance in a hundred that any of these Experience these Experimental means will vary more than plus or minus 1.5 words when words, whereas for the Control means the variations may be as much as plus much as plus or minus three words.

An examination of the critical ratios contained in Table 11

_HIGH POINTS [September, 1954] shows that in every case the Experimental classes are significantly shows that in every case superior to the Control classes. Statistically, a critical ratio of superior to the control three or more means that there is less than one chance in a hundred that the difference between the means compared could have happened by chance or by accident. Since the chance element is so small, it is reasonable to conclude that the significant differ. ences obtained most probably represent some basic or intrinsic difference resulting from the existence or operation of some extra factor or factors—in this case, the spelling instruction and testing to which the Experimental classes were exposed.

The presence of Experimental students in the Honor English Control and Normal English 7 and 8 Control classes serves as an unexpected check on the accuracy of the findings. We have here Experimental and Control students sitting side by side in the same English classes; yet, those students who were in the Experimental classes and given the special spelling work did significantly better than their Control classmates on the 50-word spelling test, as indicated by the critical ratios of 4.75 and 10.22.

It is also important to note the critical ratio of 5.58 between the Stenography 4 Experimental class and the Stenography 3 Control class. It is unreasonable to ascribe this highly significant difference merely to the extra term of instruction which the Stenography 4 class has had. For note how superior the Stenography 4 Experimental group is to the Control School Stenography 4 class. However, the critical ratios in Table II leave little doubt that instruction in Stenography has a marked influence on spelling ability in general. For example, the critical ratio of 3.15 between the Stenography 3 Control class and the Normal English 7 and 8 Control classes indicates a highly significant difference in favor of the former by virtue of the spelling attention and practice given to Stenography students as part of the normal routine of the Stenography class. Note, also, the fact that there is no significant difference between the Stenography 3 Control class and the Hann France between the Stenography 3 Control class and the Honor English Control class. This is somewhat surprising because the Honor English class is one term ahead of the Stenography 3 class and the Honor class consists of a selected group of students characteristics. students chosen on the basis of their superior English ability. Yet, despite these despite these two considerations, the two groups scored very much the same on this spelling test.

SPELLING-Comparison of Results Obtained on a 50-Word Spelling Test by the parison of Results of Experimental Classes and the Control School Stenography 4 Experimental Classes and the Control School

	Stenography 4 Experimental Written	Co St	ntrol School enography 4 Written
Number of Students	. 61	, A .	23
Number of Students	. 2.51		8.26
Mean Number of Standard Deviation	. 2.13		4.73
	4.55		22.38
Variance	27	4.1	.99
Critical Ratio	- 145	5.53*	

·Highly significant on the 1% level of probability.

Table III contains a comparison of the results obtained on the written test by the Stenography 4 Experimental classes and a Stenography 4 Control class in another high school taught spelling by a different method. The Experimental classes are far superior and more homogeneous in every respect. The size of the critical ratio indicates a highly significant difference at the 1% level in favor of the Experimental group.

2. TO DETERMINE WHETHER OR NOT TRANSFER OCCURS: Table IV contains the results of the tests designed to determine whether or not transfer occurs from the longhand written test to the shorthand-transcription test on the typewriter.

Table IV shows that the average number of errors made by the Stenography 4 Experimental Class on the transcription test is only 66 only .66 words more than the errors made on the written longhand spelling test, and the difference between the variances (dispersions) is small difference between the variances. persions) is only 1.41. For practical purposes such small differences on a solution of the persions of the per ences on a 50-word test are of little importance even if there is a statistically in this case a statistically significant difference between means—in this case 2.54 critical ratio. In addition, it must be remembered that thir-teen transcription. teen transcription errors were in actuality shorthand or typewriting errors. If the ing errors. If the transcription means is adjusted for these thirteen errors, the critical etrors, the critical ratio is reduced to 1.62, which is not significant.

HIGH POINTS [September, 1954] Table IV

Comparison of Results to Determine Transfer of Spelling Ability from a

Written Longband Test to a Typewritten Transcription Test

	Stenograp	hy 4 Experimental		
	Written	Transcription	Written	Tron
Number of Students	55	55	28	unscript
Mean Number of Errors	2.47	3.13	8.07	28
Standard Deviation	2.14	2.45	4.80	6.6 ₄
Variance	4.59	6.00	23	18.79
Standard Error of the Mean	.29	.33	.91	.82
Correlation Between Written and Transcription Tests		.65		.73
Critical Ratio		.54		.23
Probability	Less th	nan 2%	Less t	han 5%
evel of Significance of Dif- ference Between Means I	Highly S	Significant	Signi	ficant

Furthermore, there is a correlation of .65 between the scores individual students made on the written and transcription tests, which is high enough to indicate a fair degree of relationship between the two tests. (This correlation coefficient also partly accounts for the high critical ratio obtained.) For these reasons the critical ratio may be disregarded even though it represents a significant difference. There is little doubt that there is a marked degree of transfer on a classwide basis.

The Stenography 3 Control class improved significantly on the transcription test. The mean number of errors dropped from 8.07 on the written test to 6.64 on the transcription test. (Twelve transcription errors were in reality shorthand errors; therefore, the mean of 6.64 is in actuality somewhat smaller.) The reason for this improved befor this improvement is that a seven-week interval occurred between the tween the two tests during which time a considerable amount of spelling words in spelling work was done in class, including drill on the words in the test.

3. A TALLY OF THE WORDS MISSPELLED: Table V 3. A TALLI
4. Table V
4. Table V
4. Table v
50-word spelling test and a tally by class of the contains the 50-word with its corresponding contains the on each word with its corresponding percentage. errors made on the English classes were not papers of Experimental students in the English classes were not papers to this tally to avoid duplication Papers of this tally to avoid duplication.

The error count for the last three classes—Stenography 4 The entire of the Company 4 Transcription, and Stenography 4 Written Written, Stenography 4 Written Written, Stein Stein is especially important. The last "No." col-Plus Transcar Two. Column enables us to determine whether Stenography 4 students who made certain errors in the written test were the students who made the same errors in the transcription test. This column contains a tally of the different errors made by the stenography students on both tests combined. The same error made by a student on both tests is counted as only one error. For example, in the case of the word "won't," one student misspelled it on the written test and one student misspelled it on the transcription test. Since only one student misspelled it on both tests combined, it is obvious that this student must have been the one who mispelled the word on the two separate tests; otherwise, the last column would list the number 2, indicating that two different students misspelled the word once.

Two students misspelled the word "occasionally" on the written test and three students misspelled it on the transcription test. However, since five students are listed in the last "No." column, it stands to reason that the two students who misspelled the word on the written test are not the same students who misspelled it on the transcription test. In other words, a total of five different students misspelled the word on the two tests combined. No student misspelled this word on both tests. If one student had misspelled this word on both tests, the last column would have had to carry the number 4.

For the word "repetition," five of the eleven students who misspelled it on the transcription test were also the five students who misspelled it misspelled it on the written test, and there were six additional students with a written test, and there were six additional students with a student with a students with a student with a stude students who misspelled the word on the transcription test. Finally, for the word "complimentary," we know that nine students misspelled word "complimentary," we know that nine students misspelled word "complimentary," dents misspelled the word on both the written and transcription tests and that all the word on only tests and that eleven other students misspelled the word on only one of the misspelled the word on only students. one of the two tests, making a total of twenty students.

Table V

Tally and Corresponding Percentages of the Specific Words

Misspelled by Both the Experimental and Control Classes
on Both the Written and Transcription Tests

No. of Students	46		23		2	9	6	1	5	5	5	5
Word Misspelled	Norma English 7 Contro Writte	& 8 ol	Hon Engli Cont Writ	sh 7 rol	Ster Coni Wri	trol	Ste Experi Wr	n. 4 mental itten	Ster Experi Transc	mental	Exper Writte	en. 4 imental en Plus cription
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
occasionally	17	37	2	9	6	21	2	3	3	5	5	9
referred	5	11	1	4	0	0	0	0	5	9	5	9
unsuccessful	10	22	0	0	1	3	2	3	5	9	7	13
circumstances	5	11	1	4	1	3	0	0	1	2	1	2
separate	6	13	2	9	. 2	7	4	7	4	7	- 7	13
recommendations	10	22	2	9	7	24	. 1	2	2	5	3	5
criticisms	11	24	3	13	7	24	2	3	6	11	6	11
	2	4	0	0	4	14	2	3	3	5	4	7
judgment similar	10	22	3	13	1	3	2	3	2	4	3 -	5
overdue	0	0	0	0	0	0	1	2	3	5	4	_
	*					70	and n					
won't	5	- 11	2	9	1	3	1	2	1	2	1	2 0 7
convenience	13	28	1	4	0	0	0	0	0	0 2	0	7
privilege	18	39 41	3	13 26	5	17 28	4 19	7 31	1 10	18	20	36
complimentary edition	19 19	22	6	0	1	28 3	19	2	1	2	1	2 2
descriptions	7	15	5	22	-3	10	1	2	2	4	3	5 %
exhibits	5	11	ó	0	6	21	ō	0	1	2	1	2 =
manufacturing facilities	0	0 17	0	. 0	1 2	3 7 0	1 2	2 2	3 3 2	5 4 4	3	5
assistance	າຳ	24	1 2	9	ó	ó	3	5	The second second			
processes	12	35 22	3	17 13 22	33	10 31 10	10	16	42 60	11 0	2	27
procedures devices equipment	16 10 6	13	1	4	2	7	8	3 13		9	10	18 7 11 22
undoubtedly	21	46	2 1	9	4 3	14 10	2	3	3 5	5	4	7 8
refrigerator	7 7	15 15	i	4	5	17	1	2	5	13	6	22
permanent maintenance	18	39	. 4	17	-15	52	10 0	16 0	7	0	0	O
territory	0	0	0	0	0 1	0 3	o	Ö	1	2	1	. 2
opportunities	3	7	0	0		3	0	0	0	0	0	0
experienced	4	9	0	0	- 1	3	1	2	0	0	1	2
organization	2	4	0	0	1 8	28	4	7	1	2	4	- 7
scarcity	19	41	1	4 17	13	45	2	3	6	11	7	13
adequately	25	54	4	30	11	38	, 2	3	4	7	- 6	1
personnel	24	52	7.				2	3	5	9	6	1
proceeds	5	11	2	9	3	10	2	3	6	11	7	1
occurred	17	37	5	22	2	7		o	Ö	0	C	
subscription	7	15	0	0	0	0	0		1	2		
magazine	7	15	1	4	2	7	2	3	2			
calendar	19	41	1	4	6	21	4					5
inasmuch as	35	76	9	39	11	38	. 0	0	6			2
	25	54	6	26	16	55	2	3	0			
wholly	35	76	12	52	11	38	16	26	5			
correspondents	20	43	0	0	20	68	10	16	15			
principal advise	5	11	Ö	0	1	3	2	3	. 1			2
	11	24	3	13	7	24	1	2	2			2
develops	10	22	4	17	5	17	1	2	- 1			2 1
unnecessary repetition	19	41	9	39	13	45	5	8	11			
acknowledgment	26	56	15	65	14	48	5	8	- 7			
accommodating	15	33	5	22	3	10	2	3	8	15		3
accommission in S												

_HIGH POINTS [September, 1954] Table VI

50-Word Spelling Test Arranged in Order of Difficulty According to the Number of Errors Made on Each Word by 214 Students

Word	Errors Made	Word	Erro Mac
correspondents	79	permanent	Mac
acknowledgment	67	unsuccessful	19
principal	65	separate	18
complimentary	62	similar	1
inasmuch as	61	description	1:
repetition	57	assistance	
maintenance	54	proceeds	1
adequately	50	facilities	1
wholly	49	refrigerator	
personnel	48	convenience	
undoubtedly	40	magazine	1
devices	34	exhibits	1
accommodating	33	judgment	
procedures	33	referred	
scarcity	33	equipment	1
calendar	32	won't	
occurred	32	advise	
orivilege	31	circumstances	
occasionally	30	subscription	
riticisms	29	experienced	
rocesses	29	opportunities	
evelops	24	manufacturing	*************
dition	22	overdie	
ecommendations	22	organization	
nnecessary	21	territory	

^{*} In order of decreasing difficulty.

on the whole, therefore, students made approximately the the two tests. On the whole, on both the written and transcription tests, same number of errors on each test Homestand different errors on each test Homestand but they made different errors on each test. However, since the but they made of errors in any case is so small, it is clear that there is number of errors of transfer of correctly and it is clear that there is number of correctly spelled words. In a remarkable degree of transfer of correctly spelled words. In instance students who spelled words. a remarkable door students who spelled words correctly on almost every instance students who spelled words correctly on almost every much same words correctly on the other test. A one test specially of the Stenography 3 written and transcription errors shows

similar results. Table VI contains the 50 words listed in order of decreasing difficulty. A total of 1324 errors was made, an average of 26.48 errors a word. A study of this table is quite revealing. For instance, five of the ten most frequently misspelled words are homonyms; namely, correspondents, principal, complimentary, wholly, personnel. The spelling of homonyms in many cases presents the problem of determining meaning rather than that of writing troublesome combinations of letters correctly. In this study, practically all the errors made resulted either from ignorance of the word's meaning and its corresponding spelling or from a poor guess since the wrong choice in itself was almost always spelled correctly.

It is also interesting to note, in examining Table V, how well all the Stenography classes did in terms of percentages on such frequently dictated words as experienced, occurred, organizations, opportunities, equipment, assistance, similar.

Conclusions

- 1. On the basis of the statistical evidence, it is reasonable to conclude that the teaching of spelling in shorthand-transcription classes that the teaching of spelling in shorthand-transcription classes through the use of homework assignments based on word lists and the list and the lists and the list and the lists are lists and the lists are lists and the lists and the lists are lists and the lists and the lists are lists and the lists are lists and the lists are lists and the lists ar lists and the use of homework assignments based the use of a systematic testing program is a highly effective method. tive method.
- 2. It is also reasonable to conclude that not only does the learning of spelling take place but that there is, in addition, a marked transfer marked transfer of learning from the word list situation to the

HIGH POINTS [September, 1954] functional situation; i.e., transcription from shorthand notes on provided, of course, that the word lists are functional situation, i.e., that the word lists are continuous the typewriter, provided, of course, that the word lists are continuous those troublesome words which occur in the continuous troublesome words. prised of those troublesome words which occur in the material

- 3. In most cases the errors made on the longhand written test by any one student are not the same errors made by him on the
- 4. It is advisable to conduct similar studies in other subject fields to determine whether this particular method of teaching spelling is equally effective. What is effective in stenography classes, for instance, is not necessarily effective in English classes.
- 5. It is also advisable to conduct similar studies in stenography. transcription classes taught spelling merely incidentally or by methods other than that used in this study, using larger numbers of students, and, perhaps, increasing the number of words on the spelling test. It is especially important to compare Experimental Stenography 4 classes with Control Stenography 4 classes taught spelling by other methods.

PROFESSION: TEACHER

At best the title of teacher is suspect. I notice that on their passports and elsewhere, many of my academic colleagues put down their occupation as Professor. Anything to raise the tone: a professor is to a teacher what a cesspool technician is to a plumber. Anything to enlarge the scope: not long ago, I joined a club which described its membership as made up of Authors, Artists, and Amateurs — an excellent reason for joining. Conceive my disappontment when I found that the classifications had broken down and I was now entered as an Educator. Doubtless we shall have to keep the old pugilistic title of Professor, though I cannot think of Dante in Hell coming upon Bruno Latini, and exclaiming "Why, Professor!" But we can and must get rid of "Educator." Imagine the daily predicament: someone asks, what do you do?" — "I profess and I educate." It is unspeakable and absurd. .

-Jacques Barzun, Education in America

A Plea for the Delinquent IDA KLEIN STERNBERG Public School 103, Bronx

With delinquency on the rise much criticism is being leveled with deling leveled agencies for what is called "too soft at the courts and child-care agencies for what is called "too soft at the cours and their part. The critics are crying for punishment of the delinquents. Such criticism may perhaps be condoned when of the definition of the defin being frustrated by the anti-social behavior of their charges and being musticed in disciplinary situations, allow their who, emotionally involved in disciplinary situations, allow their who, chief to obscure their better judgment. But when newspapers feelings to obscure their better judgment. and magazines, respected and influential organs of contemporary thought, engage in perpetuating outmoded methods of thinking in regard to a vital problem, it is indeed discouraging.

Somewhere along the line of growing up every human being seems to have suffered some damage to his ego that makes the need for status and approval one of the deepest in his nature. Perhaps this need is a carry-over from the time when the infant depended on its omnipotent parent for its very survival. Punishment, with its implication of rejection, is an obvious frustration of this deep need. Rejection at any time of life is a painful and embittering experience leaving indelible markings on its victim's personality, but for children, who are peculiarly vulnerable, it is a crippling one. Because of their inexperience they are unable to assess their own value, and their attitude towards themselves is a mere reflection of what they believe to be the attitude of others; nor have they yet effectively developed the convenient loophole of rationalization accessible to the adult mind that makes so many difficulties tolerable.

Parents and teachers are constantly enjoined these days by experts in child psychology to make the child feel, when he is Punished, that it is his act and not himself that is being condemned. This, however, is a very fine distinction to put into effect deliberated. deliberately, especially for the very young child, to whom punishment spells ment spells rejection and who is incapable of divorcing the act of punishment from the idea of total rejection of him as a person.

Through psychological research it has been found that delinquent behavior is a natural consequence of constant punishment

_HIGH POINTS [September, 1954] and rejection. If, therefore, we accept what psychology has now established as fact, it is impossible to believe that further punish. ment will alleviate the condition. It is necessary to seek elsewhere for a solution to the problem—but for lack of an immediate solution, to persist in a practice that has been proved to be harm-

"MY MOTHER HIT HARDER. . . . " Most of these children come from homes where they have known no measure of peace or love or the warmth of human friendliness. It's a hostile world they live in, and the only way in which they know to react is by hostility. For this they are punished, and thus the vicious cycle begins. The more they are punished, the lower they sink in their own estimation; and the less they esteem themselves, the more subconscious guilt is engendered along with an insatiable, compulsive need to seek punishment by further aggression.

It requires an inordinate degree of empathy for an adult, always respected, to understand the feelings of a child who has been the victim of constant rejection. We must put our mind's eye to its most strenuous use to be able to see these tough, rebellious, defiant bullies as they really are-lonely, frightened, desperate, and reacting in the only way they know to feel themselves alive and effective. But to see the unfortunate delinquent in this light is to be rid automatically of the impulse to punish and to be filled instead with a desire to help.

If the courts and child-care agencies are loath to punish delinquents further, it is because their personnel have become emotionally aware of the real nature of juvenile delinquency; it is for the same reason that they would be inhibited from inflicting physical injury on an already physically injured individual; it is because they are convinced that to use the very methods that have made these youngsters what they are would not only be selfdefeating but would breed further resentment with its concomitant anti-social behavior, and thus aggravate the very condition that they are seeking to cure.

The recent film The Wild One, the story of a gang and its leader, in which Marlon Brando masterfully plays the leading than that." KINDNESS BEGETS KINDNESS. How then is the problem KINDINESS To alter behavior patterns that have become fixed to be solved? To alter behavior patterns that have become fixed to be solved.

through constant repetition since earliest childhood is a longthrough affair. Until briefer, quicker psychotherapeutic methods than exist at present can be effected, we must rely largely on kindness to beget kindness. In the meantime, to protect the normal children who may be adversely influenced by contact with delinquents in the school situation, segregation is desirable. But not only for the negative purpose of protecting the more fortunate ones. Segregation is necessary for delinquents just as it is for all dildren who deviate from the normal—just as it is for the mentally and the physically handicapped—so that their individual, special needs may be met, so that whatever potentialities they have may be salvaged to make them assets rather than liabilities to their society. The formula for doing this is a time-honored one and no different from that used to develop normal children into happy and worthy citizens—showing them the respect that is due any human being and opening up for them avenues for successful activity so that they may feel their power in areas other than those of aggression and destructiveness.

Above all, the delinquent must not be made to feel that his placement is punitive. Our Board of Education does not aim to punish when it places in special schools and classes its crippled dildren and classes its crippled why should be pur-Why should children who have been emotionally injured be pun-ished) The recentment. Far wiser would :... no surer way of breeding further resentment. Far Wiser Would it be to view them in a spirit of helpfulness, and to let them feel at let them feel that spirit. A punitive attitude will only reinforce their concept of all bostile place, and their concept of the world as an unfriendly and hostile place, and aggravate is the slightest only aggravate their feeling of futility. If there is the slightest bood will we out in these children any latent friendliness and will, we must let them know by our behavior towards them

that they are among friends. They must be given the feeling of that they are among included they have never belonging and acceptance and recognition which they have never belonging the they unknowingly crave. had and which they unknowingly crave.

Much that is new has been discovered about ways of dealing with children, but when all's said and done, the good old Golden Rule, preached long ago in the Sermon on the Mount, retains a freshness and efficacy that no other precept can supplant.

THE SMITH OF SMITHS

On Dullness:

"There is an association in men's minds between dullness and wisdom, amusement and folly, which has a very powerful influence in decision upon character, and it is not overcome without considerable difficulty. The reason is, that the outward signs of a dull man and a wise man are the same, and so are the outward signs of a frivolous man and a witty man; and we are not to expect that the majority will be disposed to look to much more than the outward sign."

On Money:

"I read Seneca 'On the Contempt of Wealth.' What intolerable nonsense! . . . I have been very poor the greater part of my life, and have borne it as well, I believe, as most people, but I can safely say that I have been happier every guinea I have gained."

-Sydney Smith

LINGUISTIC LEANINGS

Ambitious employes hunger to take on more mental polish. The Berlitz School of Languages is cashing in on this. It is sending out a foreign language demonstration team to show business concerns free of charge what its courses can accomplish for workers in an hour. Berlitz knows it has a good thing, according to Robert Strumpen-Darrie, president. He says response to language study by employes has been impressive, whether the cost is borne by themselves or their employers. Personnel chiefs report that management gains greatly in good will when it sponsors linguistic second for linguistic recreation for employes. Workers with little love for usual company activities in property activities activitie usual company activities like bowling, fishing, golf or cards are especially enthusiastic especially enthusiastic.

(Exceptional motion pictures reviewed for teachers by the film chairman (Exceptional mount of Teachers Committee, N.Y.C. Association of Teachers of of the School and Theatre Committee, to further interest of Concult your STC representative for further interest. of the School and your STC representative for further information.)
English. Consult your STC representative for further information.) THE VANISHING PRAIRIE (Fine Arts Theatre)

According to a publicity release, it is now "traditional" for According a musical classic to "some comical or rhyth-Paul Silitation of animal behavior" in Disney's True-Life Adventure mic phase of the Anvil Chorus has been fitted to the climactic series, and so the Anvil Chorus has been fitted to the climactic sequence in The Vanishing Prairie showing Bighorn sheep meeting head-on in battle.

This will probably convulse millions, but it gave us one of the few moments of pain we experienced during the picture. Surely these little jokes are less interesting than the natural facts? The heavy-horned bucks on the crags may be clashing over their ewes or only because it makes such a wonderful noise — like rifle cracks—every time they do it. If Mr. Smith and Mr. Disney would not try so hard to sell us the Anvil Chorus, the Bighorns would be more fascinating than Humphrey Bogart.

Despite formula humor, occasional lags, and a tendency to repeat earlier successes in the series, The Vanishing Prairie is still superb entertainment. The wildlife preserved in the national parks is photogenic beyond description. A female cougar stalking prey, a bison calf from the moment of birth, a doe decoying a mountain lion away from her hidden fawn, a sharptailed grouse strutting in his courtship dance, a small prairie dog defying a coyote, a herd of buffalo stampeding before a summer fire, a Pronghorn antelope leading his "brides" across the range — none of these is to be missed. Thanks to the two-years' work of naturalist reporters and to the patient employment of such devices as blinds, camouflage, cutaway shots and even buffalo-pelt disguises by fine cameramen, these fast-disappearing animals are now any movie-

On the program with The Vanishing Prairie at the Fine Arts is 20-minute must Whale. a 20-minute musical cartoon fantasy, Willie, the Operatic Whale. In it Disney demonstrates not only that Nelson Eddy can sing both high and low (soprano, tenor, baritone, bass and all three _HIGH POINTS [September, 1954]

voices in a trio) but that he himself can still be funnier than his voices in a trio) but that the philadelphia church mouse in Ben and his competitors. Like the Philadelphia church mouse in Ben and Me, competitors. Like the land Me, the cartoon character of Willie is all warm humor and sly moon. shine.

School discounts will be available.

RECOMMENDED CLASSROOM FILMS

The New York State Commission Against Discrimination, as part of its program of education about the philosophy, objectives and procedures of the New York Law Against Discrimination _ "education for better human relations aimed at creating a climate of public opinion in which the law can operate with the fullest effectiveness" — makes a variety of movies and kinescopes available without charge to interested community groups in New York State.

Two of these films (black and white, 16mm. sound) were used in June at Abraham Lincoln High School: An Equal Chance - a 10-minute documentary prepared by the March of Time, showing how the Commission deals with a complaint of job bias, from cause to cure, and Opportunity Unlimited — an 111/2-minute film prepared by Warner-Pathé, depicting a problem which affects a family. In it, the father who has been a victim of discrimination in the past tries to spare his son from a similar experience. The school counselor convinces the father that his son will not be wasting his time if he trains to become an engineer, since equality of employment opportunity is protected by law in New York.

An Equal Chance and Opportunity Unlimited were shown in Lincoln to two classes — an extremely slow class and a normal class — by Mrs. Pauline Sterling Surrey, welfare counselor and member of the English Department. Here is Mrs. Surrey's report:

"Both classes were interested in the fact that laws and people were fighting discrimination and that present and future opportunities were better and greater than in the past. But the reactions of the classes were entirely different. The normal class, composed of well-dressed students whose parents were earning a decent living, were very enthusiastic about what was being done for all classes, races, types of people. There was no colored or classes, races, of this class. Most of the students in the foreign child in this class. Most of the students in the foreign comme either colored or foreign-born. Their re-slow class are either colored or foreign-born. Their reslow class that 'all this looks good in pictures, but it action was life.' They gave instances of their own parents who could not get work commensurate with their ents who were treated miserably, who were laughed abilities, who were treated miserably, who were laughed and scoffed at, etc. However, we did point out that even though progress is slow, there is progress, that it takes time to educate people to do what is right, that these children have better opportunities than their parents."

A suggested discussion guide for use with each film is provided n suggestion. Also available are two kinescopes: a half-hour reproduction of a WPIX-TV panel discussion of Opportunity Unlimited, and a half-hour reproduction of a CBS-TV program about the Commission called Lamp Unto My Feet. Write to Mr. Louis M. Zimmerman, Educational Field Representative, or Mr. John B. Sullivan, Director of Education, State Commission Against Discrimination, 270 Broadway, New York 7.

SHAKESPEARE ON FILM

While you wait for Orson Welles' Othello and Renato Castellani's Romeo and Juliet (filmed in Verona with a British cast), not to speak of Sir Laurence Olivier's Richard III (with John Gielgud), you might be interested in an educational film that will introduce your students to the Globe Theatre and Shakespearean staging conventions.

Shakespeare's Theater: The Globe Playhouse is a 16mm. sound black and white film, 18 minutes long, produced by the Motion Picture Division, Department of Theatre Arts, University of California and Division, Department of Theatre Arts, University of California and Droductions fornia at Los Angeles. The direction, script, editing and production decise. Mildred R. tion design are the work of William E. Jordan and Mildred R. Jordan TL. Jordan. The narration is by Ronald Colman; variations on the "Greenslager." "Greensleeves" theme arranged and played on the harpsichord, by Richard Jones.

In the film students can see clearly the seven stages that made the Global made by colup the Globe's acting area. On a set designed and made by college Shakespearacting area. lege Shakespeareans, a one-inch scale model of the Globe, stylized

_HIGH POINTS [September, 1954] miniature puppet "actors" are moved around to demonstrate entrances and exits from several of the plays. Lines from Julius entrances and exist from Julius Caesar, Twelfth Night, Romeo and Juliet, Hamlet and Macheth

To the senior English class at Lincoln who saw the film in the spring, Shakespeare's Theater was an interesting experience. Teachers may rent Shakespeare's Theater for \$4.00 from the Department of Visual Instruction, UCLA, Los Angeles 24,

"Stars and Scenes from Shakespeare," an exhibit originally presented at the Museum of the City of New York, will be circulated in the high schools under the sponsorship of the High School Museum Program (Miss Dorothy Thornton, coordinator). Included in the exhibit are memorabilia of many Shakespeare movies.

TEACHERS OF FILM APPRECIATION

WRITE TO:

Joint Estimates of Current Entertainment Films, Motion Picture Association, 28 West 44 Street, New York 36. . . . Ask to be placed on the mailing list for the bi-monthly "Green Sheet," which now includes frequent study guides prepared by "Educational Consultants on Entertainment Films."

Film Council of America, 600 Davis Street, Evanston, Illinois. ... For the free newspaper "Rushes," published bi-weekly, which gives information about recent releases in the field of the 16mm. non-theatrical film.

Educational and Recreational Guides, 1630 Springfield Avenue, Maplewood, New Jersey. . . . For information about prices and materials of a "kit" of tools to help in teaching film appreciation. In addition to study guides and filmstrips, this includes a basic text on the market. text on the motion picture, Motion Pictures, by Samuel Beckoff, in the Orice 1 in the Oxford communications-arts series. (Aside: We can vouch for this L. for this, having used it for Lincoln movie classes this year, to everybody's profit.)

And teachers, just teachers, can get discount cards good for And teachers, in the Art, Gramercy, 8th Street, and Root Root and Ro And teachers, just the Art, Gramercy, 8th Street, and Beekman theaadmissions to the Mr. Joseph Sinclair, manager of the admissions to the Mr. Joseph Sinclair, manager of the Beekman, tres by writing to Mr. Second Avenue, New York City tes by writing to Second Avenue, New York City.

Est 66 Street and Second in the Summer Feetings. Fast 66 Street and in the Summer Festival (which runs through If you're interested in and domestic film processing and domestic film

October 9) of foreign and domestic film programs at the Thalia October 9) of Theodore Pfeiffer at ACademy 2-3370 in 95th Street, a call to Mr. Theodore Pfeiffer at ACademy 2-3370 will bring you a schedule of the revivals.

Abraham Lincoln High School

RUTH M. GOLDSTEIN

HOW TO GIVE THE ENGLISH LANGUAGE THE PROPER USAGE Lay-Lie

, books on grammar have resorted to a low subterfuge. Instead of telling you which form of the yerb is correct, they ask you. They merely stick in whole pages of sentences full of blank spaces for the student to fill in. Like this:

1. Weak from laughing, I-still.

2. You touch them cookies and I will—vour head open.

3. I would of took a par for the hole, only I had a bum—. Obviously, one guess is as good as the next.

Take an ordinary case that might crop up in any home. You come home from the office, and as you're about to enter the house you notice your brother-in-law spread-eagled on the front lawn. After supper you ask your wife about it. "How long has he layed there?" you say.

But are you sure that's correct? Shouldn't it be, "How long has he been laying there?" or "How long has he lied there?" Lain? Laid? The heck with it. Leave it-

-John Bailey, in the Saturday Evening Post

IDENTIFICATION

Mr. Malaprop in Hollywood is not named Samuel Goldwyn, but Michael Curtiz. The story goes that he was directing the Cole Porter "bionic". Porter "biopic," as Variety calls a true story of someone's life, when it became, as Variety calls a true story of someone's had when it became necessary to establish the fact that Porter had necessary to establish Woolley's idealist Yale with Monty Woolley. How to establish Woolley's identity?

"Easy," said Curtiz. "Porter will be entering a classroom. On the door will t the door will be a sign, 'Monty Woolley, Professor from Eng-

Education in the News

...'T is like a little heaven below ...

You've earned your degree in psychology when you first observe how some young children, in the presence of a roomful of expensive toys, will select a piece of cardboard, a discarded chair leg, or an old skittle, and proceed to have a barrel of fun. Parents who have watched their offspring enjoy such experiences have wondered about this, especially how to apply psychological insight to cutting the family toy budget.

How often have parents looked skeptically at boxes and boxes of discarded toys, en route to rehabilitation centers, thinking, no doubt, how little used thy were, and how awfully expensive. We forget about it soon enough as children grow older; we forget the valuable lessons which we have learned and might apply in some way to the general program of recreation for children.

If you have ever lived in a community where building operations were part of the daily, if messy, scene, you may have noticed how children are attracted to rubble, great mounds of earth, piles of brick, scaffolding, tractors, derricks, trucks, and the thousand and one elements that are part of what appears to be an extremely chaotic landscape. And, as night falls, or over week-ends, how such scenes of operation attract children and with what abandon and wild glee they cavort and disport themselves. Occasionally a watchman, a policeman or an irate parent will hasten to destroy this joyland, but that is a beast of another hue. The fact to remember is that children find in such "playlands" what few paved recreation centers can offer. If you want still another degree in psychology, perhaps this subject offers meat for tasting.

Across the sea, in Copenhagen, some Norse god with an intuitive understanding of the mystery of Childhood and a touch of Loki in his lesson plans, has imbued adults with the vision of a new kind of playground for children.

In this new playland children construct shacks, cook over fire-places put together with discarded brick, make imaginary journeys in a discarded bus (glass removed!), take death-defying leaps in a heap of sand, crawl through giant sewer mains, mix concrete into odd sculpture, and do what children of all ages in all lands have always done when allowed to explore the world around them — play in a rubbish playground!

Lest this sound like a violation of all safety and health factors which we daily teach, let us turn to a portion of an account in the April, 1953, issue of the Journal of the American Association the April, Physical Education, Recreation, entitled "The Rubbish for Health, Physical Education, Rudolf Lave tells us what this playground." In this article, Mr. Rudolf Lave tells us what this playground is and how it started.

"... the children ... of Copenhagen ... have found a playground where they can use their energy on things without doing any harm to their surroundings. 'The Rubbish Playground' it is called, with a blunt Danish sense of humor. The site was provided by the Workers' Cooperative Housing Association, which still pays for the maintenance of the playground, assisted by grants from the Copenhagen City Authorities and Danish Government ..."

"... the idea was born in the mind of a young architect who had noticed the children's amazing interest in building operations and materials. His enthusiasm was shared by a few other persons, interested in child welfare. They set to work, the money was found, and—what was just as important as the money—the right man was found, a clever and active young teacher, who was given the daily supervision. It is largely due to him that this remarkable playground became a living reality in the midst of World War II, in spite of great obstacles in obtaining tools and materials..."

and is surrounded by huge mounds, covered with wild roses. At the entrance is a storage space for utensils and wery proud of, a workshop, built by themselves and conspicuous, but very useful in the changeable Danish climate is a bad-weather shelter.

"The playground itself is covered with 'rubbish'—
amidst all this material the children are hard at work—
frying, cooking, or merely frisking about. Many of them

are building houses of brick and wood, tall enough to

get right inside.

"The rules governing the place are unwritten laws. based on common sense. They have been proposed by the supervisor whenever needed, and the children have gladly accepted them. Now the elder ones are passing the rules on to the younger ones and taking care that they are kept. There is no established council of children governing the playground.

"The playground is open from April 1 to October 31 every day from 10 A.M. to 6 P.M. It ought to be open all year round, says the supervisor. There is a strong

need for it in winter, too . . ."

"... The rubbish playground has received much international attention. Educators, psychologists, and parents from many countries have watched the children's activities with absorbed interest and have left the place with a deep-rooted conviction of its marvelous educational possibilities.

"The playground offers no therapeutics for maladjusted or abnormal children. It is just a place where a number of normal children are given full scope for their

urge of activity . . ."

... this is more than a playground. It is the children's own world, under a supervision so gentle and unobtrusive that the children learn without knowing that they are being taught. While playing here, the children turn their practical inclinations into manual skill and dexterity. They learn to work and play together, to help each other, and to respect each other's work. They plan, and mold, and build, and reap the fruits of their own labor. They learn to use tools and utensils, to respect property, and to be responsible for articles loaned to them.

"Above all, they learn to maintain order and discipline among themselves — not from fear, but because they realize that law and order are fundamental in

human society."

JACOB A. ORNSTEIN

J.H.S. 127, Queens

Chalk Dust

Have you made effective use of a class or school exhibit of materials Have you much Tell us about it (150-250 words). Write to Irving in your subject? Tell us about it (150-250 words). Write to Irving in your suoje... Willoughby Junior High School, Brooklyn 3.7.

BRIDGING THE DECADES: AN EXHIBIT IN INDUSTRIAL ARTS

At the start of the term's work in an industrial arts class the At the state of the articles they wanted to make. The boys were pupils discussed about the projects made by their fathers when they were asked about Pupils volunteered to bring some school shopwork done by their fathers twenty or thirty years ago. The teacher too contributed some of his own school handiwork that he had made when he was at the age of his present pupils.

The sources of materials were adequate. The problem was one of selection and collection. Pupil-planning resulted in a cooperative pupil-parent-teacher exhibit of boys' work created in industrial arts classes at school; a then-and-now exhibit binding the present to the past.

A similar display of woodcraft was assembled at Willoughby Junior High School by the department chairman. The collection was begun with a book and rack with ornamental inlay, submitted by the principal. To this were added the schoolboy products of various members of the staff — the attendance officer, the assistant principal, and teachers of health education, typewriting, and speech, as well as the industrial arts teachers themselves. The material on display included a spiral lamp, a tie rack, footstools, and book racks. Alongside these objects was arrayed a group of articles made in the year's classes. A description of the exhibit was recorded in the school paper. This drew the attention of pupils and teachers throughout the school.

To make the display available to all who wanted to see it, the equipment was moved from the classroom to the library. That pare models of the parents an opportunity to see and com-Pare models of school woodcraft that bridged the decades from father to son.

IRVING ROSENBLUM

Willoughby J.H.S.

High Points

A GUIDANCE PROGRAM IN ENGLISH

They should listen to us . . . They ought to obey . . . Impu. The familiar phrases heard anywhere groups of teachers gather.

A greed. But they don't! "They gather. "They ought to learn." Agreed. But they don't! "They ought to listen"—but they don't. All of us who have been exasperated by the glazy-eyed looks which pass for attention or by comic-books, desk doodling, and asides, have felt something should be done

A group in our department decided to try a new tack. Perhaps if we started by enlisting the students' understanding of, and sympathy with, the job compulsory education is trying to do; perhaps if we tried to show them our side of the problem—that there were problems which they weren't even aware of — that there were reasons for the seemingly arbitary rules - perhaps then we could begin to dissolve the emotional barrier which was keeping our aims and their receptivity apart. If there was the remotest chance that a new approach would make our job easier, we were willing to try it. That, we were honest enough to admit to each other, was our primary motivating force. We wanted our jobs made easier. We were worn out from the daily tug-of-war, from the indignities that only the young can thrust upon their elders. We wanted to be able to teach, if only to those few who admittedly came to school to learn. If, incidentally, we could reach some of the others who were awaiting the legal age of escape, so much the better. That was the inception of a unit in mental hygiene in English 3.

A starter in orientation and an open wooing of parental cooperation with school efforts had been launched in the freshman year. Letters, composed in class, had been written to parents return receipt requested via signatures — giving the school's side of what his high school education could mean to the student, what the school expected from the student. These communications had sought specific parental assistance along certain very definite avenues. The response both from students and parents had been most salutary.

But what happens to youngsters between the first fine fervor of freshman resolutions and the pseudo-sophistication of the sophomore resolutions and the pseudo-sophistication to sophomore year? We knew the need for a different approach to the third-termer.

GUIDANCE PROGRAM_ HOW CAN I BE HAPPY IN SCHOOL? Our unit bore the HOW CAIN I "You and Your School" and had as its expressed innocuous title "You and your School" and had as its expressed innocuous the question: "How Can I Be Happy in aim a searching into the question: aim a searching was in itself a minor category." aim a searching was in itself a minor cataclysm. It acknowl-school?" The wording was in itself a minor cataclysm. It acknowl-School! The such a candor that not all were happy in school. edged with bas such a romantic feat is possible. But most provo-It assumed that something could be done to bring cative of all, it implies that about such an idyllic state.

Each of the teachers working with the unit approached the subject in her own way. What follows is an accounting of results in my classes, three of ten.

I wrote the catalytic question on the board. Ideally that should have been enough to start lively discussion, inquiry, solutions flying from all corners. The results were instead fish-like stares, sly snickers, several highly impractical sotto-voce suggestions, and an air of expectancy.

I enjoined them to speak out, suggested that they need not rise, but just give forth in Quaker-meeting fashion. The silence was deafening. I sat down at my desk so as to further remove my inhibiting presence from the informal session. It didn't work. They didn't trust me. How did they know I wouldn't use what they said against them? How did they know I really meant that I wanted them to talk freely? They'd been double-crossed with that tantalizer before. Their disbelief as to my honest intent was

It took another two sessions of my "selling" before even the boldest ventured forth. I had to assure and reassure that my purpose was not a foraging for ammunition but a genuine desire to find out what they felt and what they thought.

"What good will it do to talk about it?" was the first chip-onthe shoulder ice-breaker. With the opening thus provided, the dass was made to see that the very fact of including a unit such as this was a need as this was evidence that perhaps we, too, felt there was a need for some characteristics. for some change, whatever shape it might take.

Step two spewed forth with tidal-wave force. Once the barrier was down, the feelings came tumbling with great emotional

One student blurted out, "What good'll it do? Things won't hange. You change. You won't do anything. What's the good of talking."

Then the torrent flowed furiously, with gripes and complaints

Had I not been prepared for this aspect of group dynamics, I might well have given up right then. I became the target, All grievances were now leveled at me. It took several days of self. analysis by the class as to what was happening for this first reanalysis by the class as a safety wall action to a request for honest discussion to find its level. The futility of a gripe session — unless it be as a safety valve—and the need for a positive approach were established. In the process we were helped a little by a few students who dared answer the chronic complainers, the show-offs, or any others who seemed intent on preventing progress or rapport.

WHAT GOOD IS HIGH SCHOOL? Once the tone had been set and the students had seemed to develop faith in my motives, discussion was given direction by this question boldly spread across the front boards: What good is high school? Sub-topics appeared as - the public's point of view, your parents' point of view, and your point of view.

Chinks in the armor of belligerency began to appear. For some the idea was new that the public, Mr. and Mrs. Taxpayer, had an interest in the success or lack of success of a student.

"Why should cities spend millions of dollars to provide this education? It isn't all altruism (vocabulary lesson). Government has a way of expecting returns for investment."

The students began to enumerate values for high school education. Statistical proof of a vague feeling that high school would help them to earn more money proved a convincing eye-opener. Other less tangible values were suggested. It wasn't too surprising to find at the close of this session that all the beautiful theoretic "aims of education" we had memorized in college were there on the board, offered by the students themselves!

THE IDEAL TEACHER. From this, I steered the discussion off on another angle. We followed up the conclusion that high school second is if not school seemed pretty important to a great many people, if not its present in the second its present in the second its present in the second in its present inhabitants, with, "Well then, the next question how can I !...

how can I be happy in high school?" The technique now was familiar, and answers came bubbling of reaches. forth. Teachers! Teachers! Such a multitude of reacGUIDANUE iT'd be happy if . . ." The urge to talk about teachers was tions! "I'd pe mapping up with their ideas of happiness in school of it had to be released. Yet I could not have a school so emotionally the released. Yet I could not brook criticism that some of it had to be released. Yet I could not brook criticism that some of it had any personal vein. The problem then was of my colleagues in any personal outlet on the subject of teachers. of my colleagues in the subject of teachers which could finding an emotional outlet on the subject of teachers which could finding all child the bounds. My answer was an anonymous composible held within bounds. Teacher "Those will be a supposed to the bounds of the be held with the Ideal Teacher." Those who wished could sign tion entitled "The Ideal Teacher?" tion entitled the few did. The Ideal Teacher? No — not a Holly-the paper, but few did. The Ideal Teacher? No — not a Hollythe paper, and Highest on the list of requirements was "pleasantwood version. They asked for teachers who "smiled," "don't embarrass ness. They are kind," "act as though they like the kids in front of others," "are kind," "act as though they like kids," "don't 'holler' at us." Low on the list, if included at all. was ability to teach! But the eye-opener of all was that in all two hundred responses not one student cited knowledge of subwhen I indicated the omission, the students to a man seemed surprised at my surprise. "Of course, teachers have knowledge of their subject. They've been through college, haven't they, and most of them have more degrees, and they had to pass exams, didn't they?" Yes, teachers were assumed to know "their stuff," but that item (Board of Examiners take note) just didn't rate attention in their picture of an ideal teacher!

They had let off enough steam at this point for me to feel quite safe in being the devil's advocate. Were they willing to listen, I queried, to the teacher's side of the story? Point by point I listed those qualities they had rated highest. They made short work of the childish, ludicrous, or "wise-guy" standards. This was becoming too serious even for the obstructionists.

I wrote 25-45 on the board. It was the age spread they had died as ideal. Over and over they had written, "I think teachers should be "Then I put should be young because they have more patience." Then I put was the purely because they have more patiented.

Was the purely board. They gasped when I told them that that Was the number of years a teacher must serve before a class. Thirty-five years! They were appalled. Twenty years for policemen. Twenty-five to thirty for civil service. The change of attitude was almost tangible.

You mean you've got to teach—even if you want to quit? Even if you're tired of the kids?" For the first time, the monster had become the under-dog. They, too, had to do things they didn't

"She should have respect for the pupil." "A good teacher is "She should have cold teacher is one who understands children." "She should be friendly with children with children is one who understanding." "Try to understand the pure" one who understanding." "Try to understand the pupils dren and be understanding." "Try to understand the pupils (even dren and be understanding. (even if it is hard)." "She is thoughtful about the pupils." "I think a if it is nard). One from the start usually won't get too many wise-guys."

A teacher should smile. If she is pleasant about it, she will get more work out of the pupils and then they will be pleasant, too.

After the other traits, including "fairness" and "soft voice," came the inevitable. What if a teacher wasn't "ideal"? What then?

Here was the first test of a changing attitude. How would they handle it? Supposing a teacher were grouchy, admittedly from understandable causes. There were grins of admission. "Kids can get under your skin—especially my bio class—yes, and my official . . .'

What could they do if teacher wasn't a "dream-boat"? You could give her a hard time, but who gets it in the neck then? You could cut, but when you come back she's still there.

It was important to pull all this together. They weren't quite ready for group evaluation; so I did it for them. I showed them what they had done. Their reactions in the face of an unpleasant situation were mirrored in all of human relations. One could fight it with anger - one could run away from it: neither of the two would make them happy or satisfied with themselves. Or one could try to live with it.

Now they could see themselves. They could fight the situation. Many did — but certainly there was no peace or happiness on that path. They could quit — but what would lie ahead? Was the quitter going to wander from job to job because the boss, foreman, or superintendent didn't measure up to his ideal?

Thus emerged the first of the hoped-for goals, an attitude to replace the one of antagonism. It came from the students themselves with a surprisingly mature logic. The teachers were there. They could do nothing to change that situation. It then was up to them to them to them to the the them to the the them to the the them to the the the them to the the them to the the them to the them to them to make the class as happy a place as possible so that they could account it them they could accomplish the aim, which was to learn. One of them put it bluntly was put it bluntly, "We've got to grin and bear it!" Whereupon another suggested that the got to grin and bear it!" other suggested that they could even try to make the teacher like them! What? Wood them! them! What? Woo the teacher? Make the class a happy place for

the reacher? That was a "switch." If she didn't like the class, she the reacher? If she didn't like kids she shouldn't be teaching. GUIDANCE PROGRAM_ the reacher? That will like kids she shouldn't be teaching! ould quit! If she didn't like kids she shouldn't be teaching! "But they do." This from the devil's advocate again. "They "But they us. "They have liked kids in the first place, or why should they have must have liked kids in the first place, or why should they have must have liked and Certainly not to get rich." The threads were gone into teaching. and ways of making classes pleasant for teachgathered up again, the pleased, they insisted) were noted. This ets (those who could be pleased, they insisted) were noted. This ets (those will to a questionnaire analysis of the Teacher's Job. led quite easily to a questionnaire analysis of the Teacher's Job. Volunteers asked adults in several categories outside of school volunteers of school of sc to answer the rest of the world viewed the problem. In analyzing responses, students were quite askance at what they felt were unsponses, state and strom the lay public. Some who before had been realistic demands from the lay public. definitely hostile now became defenders against a public who didn't know the score.' The phrase "in loco parentis" became another eye-opener. Rules had motivation. They weren't just thought up in the dark of night under a full moon, to haunt students and make their lives miserable. Physical liability, for example, was an item no one had taken the trouble to explain to them.

THE IDEAL PUPIL. Now came the task of understanding their job as students. It was clear by this time that the law and the public sought an eduated youth. Each group in society expected education to bring about certain definite results. We turned again to the prime question: "How can I be happy in school?"

Discussion technique being now familiar, amazingly astute and mature observations came through quickly. They would be happy if they were successful. Being successful meant getting good marks. Marks — another hurdle of misunderstanding to be overome. Here I used the technique of a simple written paragraph on "What Marks Mean to Me." We read a few aloud. Questions of mediant passing. of mediocrity, standards, keeping up with the crowd, just passing, being a "1"

being a "brain," all came in for their turn. All this presented the students' point of view. What of the utside world all outside world again? College, employers, technical schools, all wanted marks. What did marks mean to outsiders. Here application blanks. tion blanks to various schools, supplied by the department, the college advisor college adviser, and the grade advisers, came in for meaningful close scruting. The grade advisers came in for meaningful competition close scrutiny. It became obvious that, fair or not, competition held sway in held sway in a great many of the cases, and marks — especially

_HIGH POINTS [September, 1934] those in the earlier years — counted heavily in final success. Here the need for a good start became dramatically evident,

But now another element became apparent. Colleges, employ. But now another crommers and the state of th ers, references were interested that the second teach "character" ratings kept cropping up. Where did the school teach "character"? What courses gave you where did the school did a teacher get information about marks in "character"? How did a teacher get information about your "character"? Once again application blanks were passed around, including personality blanks filed by all seniors for future reference needs. Now we noted what aspects of character were asked about repeatedly by widely diverse types of organizations. Further, we gave each student a blank permanent record so that he could see where notations were made, how these very personal questions could be answered from the records they themselves made. School and marks were taking on new meaning for many. The future seemed suddenly very close at hand. There emerged many questions about "citizenship," "a second chance," and teacher understanding of the fact that some kids grow up slower than others. "Gee - everything counts!"

The question next, then, was how to achieve the success the outside world expected. If all this was so important, it could be even more hopeless than some of them had anticipated. What about those who couldn't study? What about those who didn't like to study? Should they just give up? It was an almost pathetic seeking after encouragement. Now they needed reassurance. An

analysis of "how we learn" gave it.

SCHOOL AS OPPORTUNITY. Why was it that the boy who couldn't learn grammar rules could quote page on page of statistics on baseball scores? Why was it that the one who never read an assigned book would devour issue after issue of a "Hot Rod" magazine? Interest, was the obvious retort. Then it wasn't that they couldn't learn — but rather a matter of wanting to learn.

Most pare 1 Most agreed they learned with greatest ease subjects they liked. The emotional atmosphere with which they met their classes, then, would be the key. Could they like all their courses? No, but they certainly could be the key. certainly could like more than they disliked if they knew what the school offers! the school offered and thus could make choices more toward their liking. This liking. This question of what the school offered came in for intense analysis. tense analysis. From the teacher's manual I gave three committees who were to become specialists in their field those pages which who were to pecome special and general courses. Within outlined the academic, commercial and general courses. Within outlined the academic, of the group became familiar with one each course, a member of the group became familiar with one each course, of the school; e.g., English, mathematica each course, a memory e.g., English, mathematics, art, shop, department of the school; e.g., English, mathematics, art, shop, department of the school; they interviewed teachers department of the department o music For required d'etre: for optional courses, they inquired ment heads for raison d'etre: taking those and among students taking those ment heads 101 101300 among students taking those courses. A new among teachers and among students taking those courses. A new among teachers and the result. It offered so much to

Many were pleasantly amazed at the school's interest in the development of the individual. It wasn't just a plan of general development of the a mass pattern. Within that structure was provision for specialized talents in all phases of art, music, drama, public speaking, creative writing, journalism, and radio. You didn't even need talent if you showed interest and thought you might like to try a new field, learning a musical instrument. Op-

portunity was offered.

To clinch the point that opportunities were waiting if only they would partake of them, each student made a four-year chart of his program, past and ahead. In each term he indicated required and optional courses. The pupils were aghast at the amount of choice available. Some rebelled with "How do I know what I'll want by the time I'm in the sixth term?" They were quelled with the impatient response: "You'll be just the kind to yell about the program they give you. So think about it now." Not exactly the words I might have chosen, but my sentiments precisely — and so much more effective coming from their cohorts.

"Now what do we do, Mrs. Loring? How do we get the things we want?" The liaison service between grade advisers, parent, and pupil came up for its share of explanation. And now, to most, it seemed good. There was purpose, direction; they saw reason where ark: where arbitrary rulings had existed before. There was pattern to the seem: the seeming chaos, and, best of all, they had a hand in the plan. If only it were all handled like that. There were wistful sighs. But then will gripe about homework and tests, they confided. But then what's the fun if you can't gripe a bit. If only, they reasserted, they could be taken into the planning more often and shown the walk of the planning more often and shown the "why" for so much that seemed pointless to their emotional and inexperienced subjectivity.

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That faith in the wisdom of adults which young people need That faith in the wiscome where between freshman eagerness which gets lost somewhere between freshman eagerness and which gets lost somewhat some reestablished acted as a balm of relaxasophomore hauteur, once to a titude evident in all our relaxation. There was a serenity, an ease of attitude evident in all our

Films from the Bureau of Child Guidance capped the unit. For each, the class was briefed on the problem involved, and any each, the Class was seen and any peculiarities of diction, dress, or manner were explained less these be focal points for negating the intent of the film. Receptivity, eagerness to participate in discussion, analysis of problems, there apy, personal application were at the highest level of group activity. We had arrived. For the time at least one could see the positive effort to be happy and thus successful in school.

VOTE OF APPROVAL. At the end, after study of Silas Marner, Microbe Hunters, and all the minutiae of grammar, spelling, and composition, the students were asked for an appraisal of the term. 92% cited as the thing that they felt had been of most benefit—"that time when we talked about school and teachers and courses and how to be happy even in school."

HELEN LORING

Andrew Jackson High School

THE ATTENDANCE OFFICER IN THE JUNIOR HIGH SCHOOL

The Junior High School Division is well aware that the junior high school boy or girl is going through a very critical timefrom childhood to adolescence — from reliance on parents and teachers to defiance of parents and teachers. To meet this challenge the Division has provided the following:

> Guidance counselors Teachers assigned to individual guidance Group guidance teachers Attendance coordinators, etc.

Although the attendance officer is not part of the junior high hool set-up since by school set-up, since he functions under the auspices of the Bureau of Attendance has the functions under the auspices of the Bureau of Attendance has the functions under the auspices of the Bureau of Attendance has the functions under the auspices of the Bureau of Attendance has the functions under the auspices of the Bureau of Attendance has the function of the Bureau of the Bureau of Attendance has the function of the Bureau of Attendance, he too plays an important part as evidenced by the article in the O the article in the October High Points entitled "A Guidance

The junior high school will employ its guidance counselors, The jumor magnetic counselors, attendance coordinators and others in the effort to reduce deans, attended to reduce the incidence of truancy, and it will succeed to a certain exent; the included the lattendance officer to work with however, it must call upon the attendance officer to work with those boys, and girls, who still persist in their truancy.

MEET THE ATTENDANCE OFFICER. The key to the funcion of the attendance officer is his visit to the home. It is he who establishes liaison between the home and the school—he represents the school to the home, and the home to the school.

The attendance officer is concerned with the individual childon an individual basis. In his home interview he can judge the home conditions the boy lives under, he can see the home problems. He can establish rapport with the parent and the boy on their home grounds.

The attendance officer attempts to find out why the boy truants. Is it the fault of the home—the school—the boy himself? An answer is not always apparent or available, but when the cause of the boy's absence is found, the next question the attendance officer must answer is, "What can be done to remove the cause of the truancy?" Mr. McLeveighn, in the aforementioned article in HIGH POINTS, found the answer and was able to remove the cause. Sometimes it is necessary to work with the parents. Sometimes times it is necessary to work with the F. Each case is individual individual agencies. Each case is and the individual, and must be handled on an individual basis, and the attendance officer is trained to function in that direction. Sometimes the times there is only one answer: the boy must be taken away from his home his home environment. In such an event it is the attendance officer who breeze in to the who prepares the necessary reports and brings the case in to the Children's C. deal with Children's Court, School Part, set up especially to deal with school cases.

The attendance officer is well trained for his work. The require-

HIGH POINTS [September, 1954] ments for the position are not too dissimilar to those of teaching. ments for the position are considered, together with the completion of College graduation is required, together with the completion of College graduation is required to the completion of designated courses in child psychology, law enforcement, social bygiene, and delinquency. So equipped the designated courses in condition work, mental nygitine, and ance officer performs a necessary and vital function in our school

Max Fuchs*

TEACHING UNIT ON STATEHOOD FOR HAWAII AND ALASKA

American flag makers waited with bated breath as the second session of the 83rd Congress assembled in January, 1954. No change in the field of blue had occurred since 1912 when the admission of the new states of New Mexico and Arizona increased our stars to 48.

Would the United States Senate endorse the admission to statehood of Hawaii, a step previously approved by the House of Representatives? President Eisenhower had recommended such action. His predecessor, Harry S. Truman, had gone further in advocating the admission of both Hawaii and Alaska as states. Similarly, both the Democratic and Republican party platforms in 1952 had endorsed statehood status for both territories.

Territorial status had not been converted into full-fledged statehood within the lifetime of any student nor even within that of the younger members of our faculty. Most textbooks of high school grade gave little information on these potential states. Sparse references to the "Paradise of the Pacific" described it usually as the former Sandwich Islands, native habitat of the pineapple and the site of "the day that will live in infamy." Likewise, sparse treatment was given to what had formerly been called "Seward's Icebox" and associated with a "Gold Rush."

What are the claims of Hawaii and Alaska for statehood? Why are Hawaii's chances for attaining the goal considered more favorable today? Wil favorable today? What are the arguments for and against state hood? What are the arguments for and against be sur hood? What are the arguments for and against hood? What are the prerequisite hurdles which must be surmounted before a surmoun mounted before an additional star can rise in the field of blue?

* Attendance officer.

STATEHOOD FOR HAWAII AND ALASKA_ To shed light upon these and other facets of the problem, the To shed light upon upon the problem, the authors prepared a resource unit for discussion in social studies authors prepared guidance classes at James Monroe Using Studies authors prepared guidance classes at James Monroe High School.
and in group guidance covering both Hawaii and Alaska in sign outline covering both Hawaii and in group 5 covering both Hawaii and Alaska highlights The topical outline covering with the United States for their relations with the United States for their relations. The topical out the United States focusing attention the history of their relations with the United States focusing attention their economic. social. and political the history of their economic, social, and political problems. This tion upon their economic a most valuable adjunct in the tion upon titel the consideration material has become a most valuable adjunct in the consideration of the question.

Integrated Current Events Survey

OUESTIONS: "Should Hawaii be admitted as our 49th state?" Give reasons.

"If Hawaii is to be a new state, why not Alaska?" Give reasons.

"House of Representatives approves, 274-138, statehood for (Newspaper item-March 10, 1953.) Hawaii."

PART A: HAWAIIAN STORY

I. HAWAII—"CROSSROADS OF THE PACIFIC." Some vital facts and figures.

- A. Location: In North Pacific between California and Philippines; 20 islands.
 - 1. Position: 2402 miles southwest of San Francisco; 2299 miles Alaska; 2892 miles southeast of Yokohama (Japan).
 - 2. Area: 6407 sq. miles (larger than Connecticut).
- B. Population: 499,794 (1950 U.S. Census). (1/3 are of Japanese Chinese. origin; 1/6 Filipino; the remainder are native Hawaiians, Chinese, Portuguese, American.)

C. Resources for Making a Living:

1. Although only 1/8 of its soil is fertile for agriculture, cultivation of the control of the c of the soil is the backbone of Hawaii's prosperity.

a. Sugar cane (72%) chief commodity; b. Pineapple (22%)

90% of world's supply. c. Coffee, cotton, rice. 2. Plantations owned by outside capital represented by "Big 5."

Large land Large landowners are B. P. Bishop Estate, Parker Ranch, Hawai-ian Pineager! Commercial ian Pineapple Co., James Campbell Estate, Hawaiian Commercial and Sugar Co. and Sugar Co., Gay and Robinson.

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II. ARGUMENTS FOR AND AGAINST HAWAII'S ADMIS.

A. Arguments in Favor of Statehood:

1. Granting statehood "will be a demonstration of our sincerity in our devotion to the ideals of self-determination and of liberty." our devotion to the lacks.

2. Effective answer to false propaganda that U.S. has imperialistic

3. Hawaii has been territory for over 50 years. It has served its apprenticeship in self-government under a territorial legislature, 4. Both political party platforms (1948-1952) endorsed statehood

4. Both political party for the statehood.

5. Hawaii's population exceeds that of Arizona, Nevada, Wyom.

6. Hawaii can assume financial burden of statehood. At present she pays more Federal taxes than 14 states. Has assessed real

7. Although Hawaii has a large Asiatic population, the various racial groups proved their loyalty during World War II.

8. Territorial government is not good enough for Hawaii. (Hawaii does not—a. elect representatives to the Congress of U.S. with voting power; b. vote for the President; c. select its judiciary; d. elect governor.)

9. Although Hawaii is non-contiguous, present-day modes of trans-

portation have curtailed distances.

10. Hawaii is strategic naval outpost vital to the defense of continental U.S. As a state it would be better able to aid our armed forces stationed there.

B. Arguments Against Statehood:

1. The present international situation requires postponement of action.

2. U.S. has shown good-will toward Asiatic peoples by granting independence (1946) to the Philippines. This should answer propaganda charges.

3. Hawaii is non-contiguous territory. Granting statehood will open the doors to demands by Puerto Rico, Virgin Islands, etc.

4. The vast mixture of people in Hawaii—Japanese, Chinese, Portuguese, etc.—have not been sufficiently trained in the tradition of Americanism.

5. Population of Hawaii is in the main unlike the bulk of continental II. ental U.S. population in race, customs, language, traditions, and

6. Considering the present difficulties in the Far East, transferring the powers of government from national to state control would be dangerous be dangerous.

7. Communist groups and "front" organizations are strongly entrenched :- "Statehood" trenched in the political and economic life of Hawaii. Statehood

STATEHOOD FOR HAWAII AND ALASKA_ would enable them to control the three branches of government. (Now President selects governor and judges). (Now Picsiacian (Now Picsiacian) (Now Picsiacia

program.

9. Some Democrats oppose Hawaii's admission; she is traditionally

Republicanians is dominated by the "Big 5" (sugar and 10. Hawaii's economy is dominated by the "Big 5" (sugar and Hawaii s industries) (Castle & Cooke, Alexander & Baldwin, T. H. Davies, C. Brewer & Co., American Factors). The latter will, under statehood, dominate Hawaii.

III. ADMISSION OF NEW STATE: USUAL PROCEDURE **FOLLOWED**

A. U.S. Constitution provides in Article IV, Sec. 3, Cl. 1: "New States may be admitted by the Congress into this Union. . . ."

B. Steps to be followed to attain statehood.

1. Petition to Congress for passage of an enabling act to allow admission. (Territorial legislature requests statehood.)

2. Passage of the Enabling Act by Congress.

a. A majority vote of both Houses plus the signature of the President.

b. Authorizes the territory to call a constitutional convention for:

(1) adopting the U.S. Constitution.

(2) formulating its own State Constitution.

(3) setting forth the process and requirements for admission.

3. Meeting of the Constitutional Convention.

a. Convention adopts U.S. Constitution and drafts its own con-

4. Ratification of the new State Constitution by the people of terri-

5. Action by the President.

a. President approves proposed new State Constitution and noti-

fies the Governor of the Territory.

6. Election of officers under new Constitution—state and national

7. Final Proclamation of Statehood—President proclaims new state. C. Another Procedure.

1. In 15 instances, incorporated territories have drafted state constitutions: tutions in anticipation of statehood, before Congressional passage of an anticipation of statehood, and anticipation of statehood of the congression of the sage of an enabling act.

2. Hawaii is following this procedure. On November 17, 1950 Hawaii approved a new Constitution by a 3 to 1 majority. 3. Hawaii is awaiting Senatorial approval in 1954. (House approved

_HIGH POINTS [September, 1954] IV. HAWAII'S HISTORICAL AND POLITICAL HIGH.

A. Original inhabitants were Polynesians ruled by native kings.

A. Original inhabitants were a control of them.

A. Original inhabitants were a control of them.

A. Original inhabitants were a control of them.

B. 1778, discovered by Capt. Cook, Englishman, who named them.

"Sandwich Islands.

C. 1820, Hawaii's modern era begins with arrival of missionaries from Boston. Island converted to Christianity and Western ideas.

Boston. Island converted by Bo

U.S. market.

E. 1887, U.S. received the right to set up a coaling and naval repair

F. 1893, internal revolution overthrew the Hawaiian monarchy of Queen Liliuokalani. (Pres. Cleveland opposed annexation of the

G. 1894, Hawaii became an independent republic.

H. 1898, Hawaii at its request was annexed to U.S. by Joint Resolution of Congress. (Note: 1898 marked Spanish-American War. McKin-

I. Organic Act (1900): Hawaii became an organized incorporated territory like Alaska. Hawaiians granted American citizenship.

J. 1953, U.S. House of Representatives voted for Statehood, 274-138.

PART B: ALASKAN STORY

1. ALASKA—SOME FACTS AND FIGURES

A. Area: 586,400 sq. miles. (More than twice the area of Texas.)

B. Population: 126,000 people (1950) (90,000 white, 26,000 natives).

C. Position: 36 miles from Russian Siberia; shortest distance between the U.S. and Siberia or China is via Alaska. (3,812 miles from Yokohoma.)

D. Resources for Making a Living:

1. Fisheries (salmon, seal, halibut) 2. Mining (gold, copper, coal).

E. Alaska's Chief Needs

1. More people.

2. Cheaper transportation.

3. Lower living costs.

4. Development of industries to provide more employment opportunities.

II. PROBLEM OF ALASKAN STATEHOOD

A. Arguments in favor of statehood

1. Alaska has sufficient experience in self-government. Territorial legislature since 1912.

2. Alaska has vast undeveloped resources. Statehood will encourage development

3. Both political parties in 1952 campaign platforms pledged statehood statehood.

STATEHOOD FOR HAWAII AND ALASKA_ TEHUUL Alaskan people have been American citizens since 1867.

4. The Alaskan people for opposition of Southern senators. The Alaskan reason for opposition of Southern senators is their The principal reason state will provide two senators and their the new state will provide two senators. The principal leason by the provide two senators who will favor fear that the new state will provide two senators who will favor fear that legislation.

civil rights legislation. civil rights registration in both houses of Congress will enable Alaska Representation in both legislation which involves to

Representation in control legislation which involves her interests. to obtain more to not good enough for Alaska. See 7. Territorial government is not good enough for Alaska. See Territorial govt. (See HAWAII, II, 8). Congress weaknesses, I till passed by territorial locality.

weakingsside bills passed by territorial legislature.

Alaska has greater population than six territories which became

9. Alaska although non-contiguous is closer to Washington, D.C., via modern means of transportation than most of western states

75 years ago.

Alaska pays Federal taxes but has no representation in Congress.

B. Arguments against statehood 1. Alaska, if admitted, would be the least populated and poorest

2. Alaska does not have the wealth to pay for the expenses of statehood. Budget would increase from \$9 to \$19 millions per

3. Alaska needs more roads. At present most of them are federally constructed. Statehood would mean matching federal funds.

4. Only 3/10 of 1% (1,500 sq. miles) of the Alaskan land is privately owned. The remainder is owned by the Federal Govern-

5. Alaska has had a declining economy for a number of decades. (Gold production has declined from \$28,000,000 to \$8,000,000. Salmon fisheries declined.)

6. Little Alaskan territory has been surveyed. It is a vast unexplored area of "great distances, sparse populations, barren tundras, relentless winters."

7. Alaska's strategic position makes it inadvisable to transfer the powers of government from a national sovereignty to a new, untried State government.

II. ALASKA—SOME POLITICAL AND HISTORIC HIGH-LIGHTS

A. U.S. acquired Alaska by purchase from Russia in 1867 (\$7,200,-000) (Value) Russia in 1867 (\$7,200,-000) (Value) ooo) (Johnson admin.—Sec. of State Seward). Purchase ridiculed as "Seward". as "Seward's Icebox." Alaskans became U.S. citizens by Treaty of

B. In Aug. 24, 1912 it became a fully organized incorporated Territory.

1. Bicameral 1. Congress may veto 1. Bicameral legislature elected by people. (Congress may veto

2. Governor appointed by the President of the U.S. 3. Judges of the district courts appointed by the President.

_HIGH POINTS [September, 1954] 4. Territorial delegate in the House of Representatives may debate

IV. ADVANTAGES OF STATEHOOD TO BOTH ALASKA

A. Voters will elect their own governor.

B. Voters will participate in Presidential elections.

B. Voters will participate in C. Voters will elect two U.S. Senators and members of House of Repte.

sentatives. D. Members of the judiciary will be chosen by the voters of the new

E. States will have greater control over various local matters which they States will have greater to and fishing laws; bond issues; divorce do not possesses now: game and fishing laws; bond issues; divorce

F. Their legislation will not be subject to a veto by either the President

V. READING REFERENCES:

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"Alaska Begins to Hit Her Stride," R. L. Duffus, N.Y. Times Magazine, Nov. 2, 1952.

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"Statehood for Hawaii and Alaska," H. W. Wilson, 1953, Vol. 25, No. 25.

ABRAHAM LEAVITT BENJAMIN STARR

James Monroe High School

VITALIZING THE TEACHING OF SPANISH

One day last October the members of one of my ninth-year Spanish classes decided that they preferred tasting the food eaten by Latin Aby Latin Americans rather than learning the words designating them. Suddenly are have a them. Suddenly one of the girls asked: "Why can't we have a fiesta just like above a fiesta just like those they have in Spain?"

"Yes, yes!" "Please!" "Can't we?" "Why not!" The cries range

VITALIZING THE TEACHING OF SPANISH_ through the room, and before I knew it, the die was cast. Class through the room, and a fiesta as had other classes before them.

94 was going to have a fiesta as had other classes before them.

But theirs was to be the best yet! But theirs was decided that in order to work efficiently they

The students decided into committees First all The students divide into committees. First, the committees would have to divide to be the Food Clothing I would nave to be the Food, Clothing, Entertainment, were chosen. They were to be the Food, Clothing, Entertainment,

and Decorations Committees. The pupils volunteered to join not one, but two, of the commit-The pupils on three, even though most of tees. Some even insisted on being on three, even though most of tes. John was to be done at home in addition to the regular class-

The date was set for December 14, some six weeks later, and a lunch period was to be combined with the regular class period that we might have an hour and a half for the fiesta. Within week each of the committees met, chose a chairman, and outlined its duties.

COMMITTEE WORK. The Food Committee found as many recipes as possible for main dishes, desserts, and refreshments, as well as typical menus of various Spanish-speaking countries. These were submitted to the teacher for approval as to authenticity and suitability for class use. The Committee then met and drew up a menu for the meal, which was to be prepared at home the evening before, and heated and served in school. The class approved the menu, and recipes for the quantity of food needed for the class were prepared. The class had previously voted on the amount of money each was to contribute, and so a shopping list which kept within the limits of our resources had to be worked up. These students shopped for and cooked the meal.

The Clothing Committee found pictures of fiesta costumes from Various Spanish-speaking lands and drew a set of fifty pictures which were a set of fifty pictures which were submitted to the class. Each pupil chose the costume he or she wanted to wear at the fiesta. He either was to sew a costume was to wear at the fiesta. He either was to sew a find in his costume using the picture as a guide or else was to find in his Wardrobe clothes which would be suitable for conversion.

The Description of design the process of the process

The Decoration Committee drew up several sets of designs for invitations, decoration Committee drew up several sets of decorating place-mats, napkins, paper plates, menus, invitations, and a pinate. The class approval and and a Pinata. The designs were submitted for class approval and were chosen L. wete chosen by popular vote. No outstanding art talent distinguished the many popular vote. No outstanding art talent distinguished the many popular vote. guished the members of this committee, but the children were not

_HIGH POINTS [September, 1954] the least worried. A place-mat, a plate, a cup, a napkin, and a the least worried. A place with a Spanish motif, and a menu for each person were decorated with a Spanish motif. The menu for each person which were sent out to the guests were invitations to the party which were sent out to the guests were

The Entertainment Committee collected popular Latin Ameri. The Entertainment conditions and arranged a program of solo songs and can dance recordings, and arranged a program of solo songs and can dance recordings, and arranged a program of solo songs and group dances. They purchased and wrapped gifts for the Pinata.

EXCITING BUSINESS. Fiesta day found the heavens pouring rain. Nevertheless, throughout the school murmuring could be heard. Strange sights were to be seen as children appeared carry. ing pots filled with food which were hastily stored in the kitchen of the home economics department. Children went in and out of my room bringing packages, taking out others, and asking questions. It was interesting to watch the gaily dressed caballeros and senoritas busily going about their business and enjoying the excitement that they were creating throughout the school.

The period before the fiesta, the cooks warmed the food and prepared the beverage and the dessert. Class members set the desks of the classroom and served the meal, and all ate with delight the typical Latin American repast. From time to time they rose to dance to the gay recordings of South American songs, to refill their plates, and to greet their guests.

After the remains of the meal had been cleared away, the entertainment was presented and the Pinata broken. Thus ended 9-4's fiesta.

LEARNING CAN BE FUN. I believe that the children's summation of what they learned best evaluates this activity.

1. They learned how to put their knowledge of written Spanish to use, since they wrote several compositions in Spanish describing their class project as a whole and also from the view of individual and committee work.

2. Their vocabulary was increased greatly since they learned use the San increased greatly since they learned to use the Spanish words to describe their costumes, their committee works tee work, and their own jobs, and the fiesta as a whole.

3. They learned about the different fiesta costumes worn in the trious Spanish continuous various Spanish-speaking countries and the regions of Spain.

4. They became familiar with the customs relating to fiesta havior and with behavior and with several party games.

THE DEPRECIATION OF LITERATURE_ THE Upi actually ate typical foods and learned about many more 5. They actually ate typical foods and learned about many more han those they are a better understanding of their Southern 6. They now have a better understanding of their Southern than those they ate.

6. They how fiesta has showed them that they are learning neighbors. This fiesta has showed them that they are learning people.

a language spoken by living people. I language sponed pleasantly. The fiesta was not a chore but a

marvelous way of learning. 8. They found themselves able to speak Spanish to comparative 8. They loans they answered, in Spanish, questions put to them strangers, since they answered their descriptions are their descriptions. by the guests concerning their dress.

9. Years from now, though they may forget how to conjugate a yeth in the present tense, they will never forget this real, live

Learning Spanish or any foreign language can be fun!

PEARL LAPAYOWER

J.H.S. 259, Brooklyn

THE DEPRECIATION OF LITERATURE

(A short survey course for little minds.)

Tormented by memories of "confusion worse confounded" on final examination papers, I turned for comfort to two light volumes by educators who have learned to laugh at errors so egregous that they could make strong men weep. With tears of mirth rolling down my cheeks, I found the solution to all our pedagogic troubles. If "much learning doth make thee mad," a small, tasty sample of facts scrambled in advance might restore our sanity. Starting with errors, would not the average student wind up with correct answers, through sheer perversity?

The two books giving scrambled versions of salient facts in human history are Richard Armour's It All Started With Columbus* and D. Woolf t bust and Robert M. Myers' From Beowulf to Virginia Woolf.† The first reduces history to such elementary puns as the "four fathers of Tathers of our country" and "the ferment in the West after the Whiskey Dal "the ferment in the West after the Whiskey Rebellion." This is synthetic stuff, quite removed from the structure however, the struggles of the classroom. The second volume, however, strikes so family. strikes so familiar a note that all the boners of past examinations are recalled to the classroom. The second volume, are recalled to life by the witty words of a man who must have Bobbs-Merrill—1951.

_HIGH POINTS [September, 1954] labored long to teach English literature to absent-minded students. Here is the utter cont. Here there is more than punning. Here is the utter confusion Here there is more than found on final tests, the innocent slip of the pen of the geniuses

Milton's Paradox Lost, Hogarth's Rape's Decision who write: Milton's Paradox Lost, Hogarth's Rape's Progress, Weats' Oda Press, who write: Millon's Land Scotch Retrievers, Keats' Ode on a nauseam.

SCRAMBLED ENGLISH. But this is not a book to be taken lightly. Following a priori reasoning, it is obvious that by a process of skillful scrambling of the facts we wish to teach, we can arrive at something closer to the truth than anything heretofore achieved. Every teacher of English will know how to begin. Here are a few concrete suggestions, for next semester's plan book:

1. In teaching The Ancient Mariner, admit defeat before you start, and call it Silas Mariner.

2. Admit that Charles Dickens was really a woman. In his (her) famous novel Twice Told Tales of Two Cities, Sidney Carlton dies, saying, "I only regret that I have but one life to give to my country."

3. Shakespeare (really Roger Bacon in disguise) wrote a great play in Hamlet. Briefly summed up-Hamlet's ambitious wife drives him to murder the king. Then she loses her mind, he loses his, and everyone dies in Birnam Woods. A plague on all their houses!

4. Grammar need not be a dead language if you make a game of split infinitives, dangling participles, and sentences brok-

en into as many fragments as possible.

5. In composition, let us end the farce of a topic sentence and a well-developed paragraph. The stream of consciousness will serve to enlighten the teacher and straighten out the mental kinks in the adolescent. It won't be any more confusionally fusing than the themes now submitted that begin so bravely,

and end so far from the original goal. Take courage, teachers of English. The new plan of starting with the error and winding up with the correct answer may save our sanity. As Robert Myers points out in his closing words, "English literature out in his closing words, "English literature will flourish to the last syllabus of recorded time"

time."

Taft High School

ETHEL K. HARTE

BALLADE IN SEPTEMBER MOOD_ BALLADE IN SEPTEMBER MOOD

Vacation Drudgery Gives Way to Joys of School. -News Headline.

Gone are those awful summer days, And I from idleness am freed; For life was languid with malaise When I had time and books to read; When I had sun and air decreed, And lay on grass beneath the sky, With not a bell to hear or heed. Forgive me, for I greatly lie.

I love a room with chalky haze— What mountain air can it exceed? I love the pupils' vacant gaze: It is a felt, not fancied, need. The pedagog can take the weed And make a rose so bright and high; And what is summer to such meed? Forgive me, for I greatly lie.

Can lazy hours of boating raise My health and hopes to noble deed, As well as mental mayonnaise— Pupils who run from me full speed? Ah yes, I love this happy breed, And can no culture them deny: Their minds are pure and pedigreed. Forgive me, for I greatly lie.

Vacation? Faugh! I never plead For it, nor breathe a wistful sigh: It's only school for which I bleed. Forgive me, for I greatly lie. Forgive me, for I GREATLY lie!

JACOB C. SOLOVAY

Fort Hamilton High School

Book Reviews

POWER OF WORDS. By Stuart Chase. Harcourt, Brace and Company,

Few writers have done as much as Stuart Chase to bring to the layman Few writers have done as many some of the latest findings in language, communication, and semantics, and semantics, words his latest, is an outstanding example of a readal. some of the latest minings in an outstanding example of a readable and readable and

Power of Words provides not only a handy course in semantics; it deals Power of Woras provides her can be supported in semantics; it deals also with such fascinating related areas as cybernetics, brain physiology, group dynamics, and Princeton's perception experiments. Few people people group dynamics, and the field of human relations as Mr. Chase does, He communicates much of that understanding in this book.

There is so much worth while here that a review can only sample the riches. One of the most interesting points brought out by Mr. Chase, for example, is that each language imposes "a unique view of nature and the cosmos upon those who speak it." We see and interpret the universe through the language we speak. We are, in a sense, prisoners of our own

While English is a remarkably rich and flexible language, it has several semantic deficiencies. Like all Indo-European languages it follows the "subject-predicate" form. Because we are so used to thinking in this form, we can scarcely imagine another. We assume that "pure thought" would inevitably take the subject-predicate form. But English (as well as Spanish, French, Russian, and German) proves inferior to the language of the Coeur d'Alene Indians of Idaho in expressing certain mathematical or scientific concepts.

Indo-European languages are forever setting up categories when reality refuses to be categorized. They constantly attempt to attach labels, though labels are shiftier than quicksand. By their flat characterizations, they encourage the either-or approach: "he is with us or against us." There are infinite gradations between wholehearted acceptance and active hostility. The Indo-European method of predication, however, tends to make it one or the other. Though easy labeling may be comfortable at times, it has serious limitations.

Some languages have safety devices "built in," so to speak. The Chinese language does not encourage a hard-and-fast dichotomy, and so Mr. Chase conjectures that Marxism — with its either-or philosophy — may find rough going in China because of the language barrier. The Wintu Indians of North American of North America do not use the "is of identity," one of our indispensable tools. They can be used to the second of the second o tools. They say, not "this is," but "this is what we call. ... "This is a mighty important distribution." mighty important distinction when people sling labels around.

The reader will no doubt have noticed the is of identity in the preceding ntence. I'd find it was a state of identity in the bald sentence. I'd find it difficult to write this review without using the bald is unless I resorted to is unless I resorted to many circumlocutions like "is what we call..."is how it seems to many circumlocutions like "is what we call... "is how it seems to me. . ." English is just not built for gradations. If every user of English laws." every user of English kept in mind, however, that predications are relative gooks some of the limitations of English would disappear. This and changing, some of the limitations of English is inferior to China and cont. of course, imply that English is inferior to China and changing, some of course, imply that English is inferior to Chinese. Mr. A study of other cultures and their languages brings humility,

A study of a deeper understanding of human behavior. It together with together widely vet in their codes human benavior. It brings a new differ widely, yet in their order, harmony, and guage systems of apprehending reality they show the guage systems apprehending reality, they show that all men are subtle power of apprehending reality, they show that all men are subtle Police equality, (Benjamin Lee) Whorf observes, is inequal. This equality, (Senjamin Lee) whorf observes, is inequal. 1 and independent of race, civilization, ethical development, variant and independent of race, civilization, ethical development, degree of sophistication, science, art.

This is just a glimpse of the book's provocative richness. The author's Inis is just and lucid; the author has clearly benefited from his semantic style is simple and lucid; siyie is discipline. This is (it seems to me) a challenging, exciting, readable book.

HENRY I. CHRIST

Andrew Jackson High School

THE JEALOUS CHILD. By Edward Podolsky, M.D. Philosophical Library, N.Y., 1954. \$3.75.

Although The Jealous Child might appeal primarily to the personnel of the elementary school because of the age level of the youngsters discussed, yet those of us who deal with adolescents in the secondary schools will profit from reading this book. The problems of childhood so graphically presented here will help us to understand better some of the problems of our adolescents, for the more complete the picture is, the better our comprehension will be. Most of the unpleasant behavior attributed to maladjusted children in this work will sound quite familiar to those of us who deal with certain adolescents having similar patterns of behavior. We can better comprehend them if we understand what factors helped to condition them, long before we met them on the high school level.

This book is a good reference work containing chapters in which each particular type of jealous child is aptly characterized. There are many good practical suggestions throughout the book, particularly at the close of almost every section.

The first chapter is a fine resume of what growing up means to a child. Succeeding chapters have various self-explanatory titles. The description of the overreith the overweight child seems to be a bit too simplified. The chapter on speech discard. speech disorders (Chapter XI) is a very good brief treatment of a complex subject plex subject, with an account of the early history of such difficulties. It should be partially an account of the early history of such difficulties. should be particularly helpful to all teachers who are not specialists in this field but who are not specialists of the land of field but who wish some background in it. A chapter like "The Impact of Parental Occurrents Patental Occupation on the Child's Emotions" reveals the author's sensitivity to children's non-the Child's Emotions reveals the author's sensitivity to children's non-the Child's Emotions readily overlooked or ity to children's reactions in an area that could be so readily overlooked or the importance of

the importance of which could be minimized. Teachers who have been subjected to an overdose of the all embracing to the school of scope of the school's functions and responsibilities might be happy to

HIGH POINTS [September, 1954] know that Dr. Podolsky puts the parents back into the picture. Indeed, he

kes parental responsibility and something of Parents, guidance workers, deans, teachers will all find something of value in this book.

HAROLD A. VON ARX

Bay Ridge High School

DEVELOPING THE EMPLOYABLE PERSONALITY, TWENTY. FIRST YEARBOOK, 1951-1953. By the Commercial Education Asso.

The Twenty-First Yearbook of the Commercial Education Association of the City of New York and Vicinity is a publication that should be of spe. cial interest and value to teachers of business education.

The yearbook is divided into five parts. Part One contains testimonials to the retiring Director of Commercial Education, Mr. Nathaniel Altholz, on behalf of his forty-six years of service in New York City to public education in general and to business education in particular.

Part Two contains selected remarks of guest speakers at the January, 1952, winter meeting of the C. E. A. This part is devoted to discussions on the new program in the elementary schools. It develops the theme that the child is as important as the subject matter. The new program of elementary education, it is claimed by its proponents, "is doing as well or better than was done in the subject matter fields before this program went into effect and at the same time is developing children who live now in social relationships which make them good citizens so that they may be good Americans tomorrow."

Part Two also deals with the subject of "Coordinating School and On-The-Job Training." Various representatives from industry tell of their experiences with beginners on the job and offer helpful suggestions to teachers for improving instruction and getting the latest information in the field to the students. This is what industry expects from its beginning employees: regard for authority; ability to turn out a clean job; the desire to develop the ability to perform a job — with a willingness to do it better.

Part Three deals with the theme "Developing the Employable Personality." Many articles deal with this subject. The consensus in this section is that the internal consensus in this section is the consensus in the con tion is that the ultimate success in the performance of clerical jobs is more frequently determined in the frequently determined by personality factors than by competence in the essential skills.

The work-experience program is also described in this section. Included the objectives of the program is also described in this section. in the objectives of the program is also described in this section. The people through taking distributions work through taking direction, meeting responsibilities, and developing work habits.

Part Four contains charts showing a layout of proposed classrooms for e new Wingate List Community and a layout of proposed classrooms for practice the new Wingate High School: the store practice room, office practice room, and typewriting an room, and typewriting room. Also mentioned are the requirements for new academic high schools academic high schools.

part Five contains (1) a directory of the personnel of high schools, New York, as of September, 1953 (2) Part Five contains (1) a unrectory of the personnel of high schools, Part Five contains (1) a unrectory of the personnel of high schools, (2) a list Bourd of Education, City of New York, as of September, 1953, (2) a list Bourd of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, City of New York, as of September, 1953, (2) a list Part of Education, and City of New York, as of September, 1953, (2) a list Part of Education, and City of New York, as of September, 1953, (2) a list Part of Education, and City of New York, as of September, 1953, (2) a list Part of Education, and City of New York, as of September, 1953, (2) a list Part of Education, and City of New York, as of September, 1953, (2) a list Part of Par part of Education, City of Island, as or September, 1953, (2) a list gord of Education, C. E. A. membership, and (3) previous yearbooks of private schools in C. E. A. membership, and (3) previous yearbooks

This yearbook should be in the hands of all business teachers. It offers the way of suggestions for combining the best of the This yearbook snound of suggestions for combining the best of the new educamuch in the way or suggestional education and does so in a pleasant tion with the best of the traditional education and does so in a pleasant tion with the post of the traditional education and does so in a pleasant and easy-to-follow approach.

FRANK GOLDSTEIN

Bushwick High School

Other Books of Special Interest

NEW CENTURY CYCLOPEDIA OF NAMES. Edited by Clarence L. Barnhart. Appleton-Century-Crofts, New York, 1954. 4342 pages.

Since 1894 the Century Cyclopedia of Names has been a standard reference work that has met a specific need in libraries throughout the country. Thus this revision is welcome, for it maintains all the virtues of the origi-

nal work and brings its entries up to date.

How does this differ from a biographical dictionary? A gazetteer? A book of allusions? In a sense it is a combination of all three — and much more. It contains biographical entries, concisely and effectively written. It has place names properly located, with population figures and pertinent physical data included. It has literary allusions like Gog and Magog briefly explained. It has historical movements like the Populist Party properly identified. It puts the Neanderthal Man and the Pleistocene period in their places. In short it lists important proper names, real and fictional, in any held of human activity.

The volumes are characterized by authenticity, conciseness, readability, excellent typography and format, clear and attractive binding, general usability and durability. An added attraction is the clear indication of accepted areas and durability. accepted pronunciations. The new volumes will certainly have a long and useful life on reference shelves throughout the world.

CASSELL'S ENCYCLOPEDIA OF WORLD LITERATURE. Edited by S. H. Stall Two volumes, S. H. Steinberg. Funk and Wagnalls, New York, 1954. Two volumes, 2086 pages 202. ²⁰⁸⁶ pages. \$25.00.

This new addition to the reference shelf is really three books, not two. Part One presents separate histories of national literatures, together with explanation of its separate histories of national literatures, together with explanation of literary forms, literary schools, and topics connected with literature forms, literary schools, and topics connected with terature for example, "Censorship and Law," "Drama," and "Science Fiction." As a complete of the science of the Fiction." As a sound literary handbook it admirably supplements a book of allusions literary handbook it admirably supplements a brewer's of allusions like Benet's The Reader's Encyclopedia or the revised Brewer's Handbook.

_HIGH POINTS [September, 1954] Part Two contains biographies of world writers who died before August

Part Three contains biographies of world writers since then the before the before the before the best and determine the before the best and determine the best Part Two contains biographies of world writers before August 1, 1914. Part Three contains biographies of world writers since then In 1, 1914. Part Three concise, readable. Books and dates are found at the both sections entries are concise, readable and design are excellent.

In a shrinking world we ought to know more about the literatures In a shrinking world we books present to the English reader a wealth of beyond our borders. These books present to the English reader a wealth of beyond our borders. These books I material ordinarily found, if at all, in widely scattered volumes. They are material ordinarily for reference and for browsing.

DICTIONARY OF EUROPEAN HISTORY. Edited by William S. Roeder. Philosophical Library, New York, 1954. 316 pages. \$6.00.

This new handbook, useful for quick and easy reference, presents in. formation in dictionary style about the major events, important movements, and prominent personalities in Europe from A.D. 500 to the present Entries are clearly and simply written to refresh the memory of the student or entice the layman to read more deeply in the field. Recent figures like Darlan, Renner, Chamberlain, and Mannerheim are there along with his torical figures like Charles Martel, Canute, Henry VIII, and Mazzini.

Questions of omission in a handbook are always troublesome, some times puzzling. Count Ciano has an entry but not De Gasperi; Vishinsky but not Malenkov; Reynaud but not Petain; Goebbels and Goering but not Adenauer or Reuter. The volume is useful for what it contains, though an approach to completeness is out of the question in a reference book of

this size.

OUR WILDLIFE LEGACY. By Durward L. Allen. Funk and Wagnalls, New York, 1954; 422 pages, including index; \$5.00.

In nature as in economics man cannot expect to get something for nothing. More and more writers are pointing out that the profligate waste and easygoing methods of America's early years can bring biological disaster if practiced within our lifetimes. The dustbowl and the disappearing South west water table are just two symptoms of man's disastrous impact upon nature. We desperately need proper management of all our resources, conservation in the truest sense, but we continue to make mistakes through greed, ignorance, indifference. We cannot tinker blindly with "the web of life" and greet the state of the st life" and expect to come out unscathed. Short-term gains and long-term disasters: tooking disasters; tactical successes and strategic failures — these have too often been our history.

Of the recent books on ecology and man's place in a rapidly diminishing earth this is a rapidly diminishing teachers of ing earth this is one of the most interesting and readable for teachers of science, for all civing

science, for all citizens.

The bulk of the book is devoted to the management of our wildlife, our h, birds, and mammals. fish, birds, and mammals, our herbivores and carnivores. It makes impressive use of case studies and the cological chain sive use of case studies. sive use of case studies and statistics, and emphasizes the ecological chain of which man is a part of the statistics. of which man is a part. It deals with our wildlife resources from the biologist's viewpoint biologist's viewpoint.

The book attacks common misconceptions. For example, it makes The book allaces and don'ts in the management of wildlife:

1. Don't introduce stock animals into already established 1. Don't illitious. Since land can support only a given number, animal communities. Since land can support only a given number, animal communities adaptable, are more expendable.

2. Don't rely upon animal restocking. Even restocking just 2. Don't response just before the opening of the trout season (for example) produces before the opening. Relatively few of these animals, birds, or questionable results.

fish are actually taken. 3. Don't rely upon artificial feeding. In the case of elk herds, for example, feeding concentrates animals into even smaller areas, depleting natural forage still further.

4. Don't use tactical expedients like cutting a week from the hunting season. Most game is taken during the first few days anyway. A lengthened season may mean little additional depletion of wildlife. There are exceptions to this, of course.

5. Don't rely upon the introduction of exotic species. Relatively few species have worked out satisfactorily. They may become pests, like the rabbits in Australia or deer in New Zealand.

- 6. Don't kill off the predators without a clear idea of what you are doing. In general, predators play an important part in wildlife conservation and in game improvement. Wolves, coyotes, eagles frequently do more good than harm.
- 7. Don't sentimentally try to improve one link in the ecological chain without considering the other links.

With all the don'ts what are the do's?

- 1. Consider the interaction of all forces before attempting one-sided solutions.
- 2. Improve soil and habitat. Good soil generally means better, stronger, healthier individuals.
- 3. Provide a check on the exuberance of nature. Without adequate checks the birth rates of animals "explode" beyond the capacity of the land to support them. Then we have cycles, with disease with disease prevalent because nature cannot sustain the crop. Or we have overgrazing, with more or less permanent damage to the land overgrazing, with more or less permanent damage to the land itself. Here the sportsman can help the conservationist. In recent years, for example, deer have been "undershot" to their to their own detriment. Waterfowl, on the other hand, which have special have suffered depletion of nesting sites, as well as heavy kills in their firm in their funneled flyways, may need more protection.

_HIGH POINTS [September, 1954]

The author pleads for better land management, more sensible shooting abservations of each species, foresight, and above all The author pleads for petici and species, foresight, and above all shooting is not the answer, but a note of the second species and shooting is not the answer. laws based on observations of the answer, and above all, more research and study. Indiscriminate shooting is not the answer, but sensible research and study. Indiscriminate the crop that winter takes anyway. We regulations permit hunters to take the crop that winter takes anyway. We regulations permit numers to take anyway. We American citizens are in the position of a wealthy man who permits others.

American citizens are in the position of a wealthy man who permits others. American citizens are in the postate a large part of his wealth. We ought to manage, mismanage, dissipate a large part of his wealth. We ought to

HENRY I. CHRIST

Andrew Jackson High School

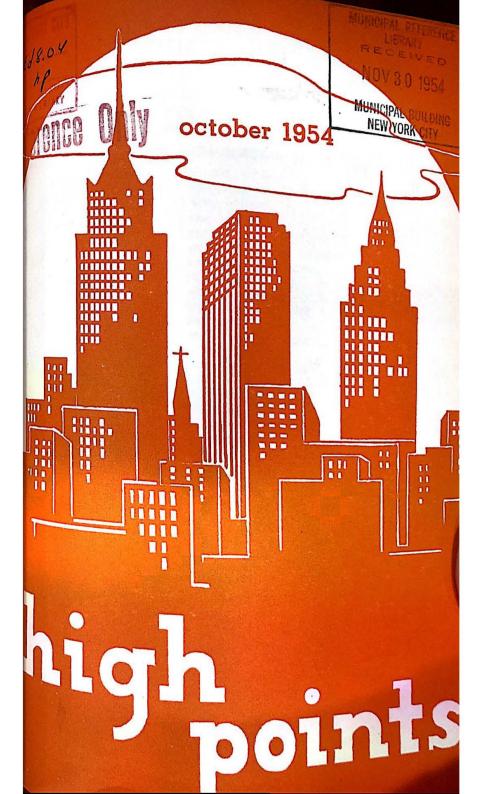
A FOR EFFORT

"Why, sir, Sherry is dull, naturally dull," Johnson used to say of the Irish actor Sheridan in later life, "but it must have taken him a great deal of pains to become what we now see him. Such an excess of stupidity, sir, is not in nature."

-Garrick, by Margaret Barton (Macmillan)

HELPING THE SLOW LEARNER

"Helping the Slow Learner in Business Education" is a special issue, May 1954, of American Business Education magazine. More than fifty Business teachers and department heads from various parts of the country present brief, down-to-earth suggestions for helping slow learners enrolled in different high school business subjects. The magazine was especially prepared for the classroom teacher. Suggestions relate to Typewriting, Shorthand and Transcription scription, Bookkeeping, Office Practice, Distributive Education, Business Mathematics, Business Law, Economic Geography, General Business, etc. Copies are available for 75 cents each from Theodore La Monte, New York City Public Schools, 12-20 27th Avenue, Long Island City 2, New York.



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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editor, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in The Education INDEX, which is on file in libraries.



A proposal for the Extension and Amplification of the Functions of the Division of Personnel*

In his last public address the late Frederic Ernst, speaking to In his last public and York City's youth, stated: "We are en-

gged in no small enterprise." This enterprise engages the lives of a vast organization of This enterprise of this enterprise stands a veritable people. On the maintenance of this army of teachers and the support of its efforts require a multifarious array of ancillary the suppose bureaus, departments, and boards. To regulate and integrate the efforts of this army of teachers and ancillary pergonel, there has grown up an administrative and supervisory network of bewildering complexity. In a "system" so vast and complex, the teacher is prone to lose sight of all parts but those with which he is in direct contact. People at or near the top of the pyramids are prone to lose sight of the teacher while people in the middle are prone to lose sight of both ends and become mere buffers or transmission belts. When these things occur, the whole system becomes charged with friction, teacher morale flags, and educational "production" is adversely affected.

Personnel Management in Business

Commercial enterprises, being subject to the rigors of competition, are sensitive to internal conditions that affect the quality and quantity of production. Poor internal communication and low employee morale adversely affect production and may lead to hand-morale adversely affect production and may lead bankruptcy. Corporations like General Motors, Standard Oil, and General B. and General Electric which operate far-flung enterprises involving thousands of people continue to grow and prosper because these corporations have kept or people continue to grow and prosper because one step should be management of their personnel, have kept one step should be management of their operation. To maintain of growth in the dimensions of their operation. To maintain themselves, these corporations have found it necessary to give professional attention to communication and to set up agencies charged with the responsibility not only for main-

Zachariah Subsect Policy Consultation Committee in November, 1953, by Zachariah Subarsky, Representative of the Association of Chairmen in New York City High Schools.

taining, but for boosting, employee morale. They have discovered, as one of the hard facts of life, that good morale means high production. It is true that every administrative and supervisory function affects employee morale and that employee morale must be the concern of every administrator and supervisor. Neverthe. less, the ramifications of personnel management are such as to less, the rammeations of require people of special ability and training who must be provided with time and facilities to carry on a special job.

It may be argued that a personnel division cannot function or is not needed in a non-profit, socially motivated institution in reply, it could be pointed out that such a "social" organization as the U.S. Public Health Service which operates on a world-wide scale has set up a special agency of personnel management which is considered indispensable. Morale in the ranks of the Public Health Service is thus kept admirably high.

The Proposal

It is here proposed that the Board of Education consider the extension and amplification of the Division of Personnel Management to concern itself specifically with the following:

- 1. Procurement of Teachers and Supervisors: The Personnel Division should devise and carry out projects to give the prospective employee an overall picture of our school system, to acquaint him with the kinds of professional workers needed, with the opportunities for personal and professional advancement. Specific information should also be provided about ways of entering the school system.
- 2. Board of Examiner Relations: One of the first contacts of a prospective employee is with the Board of Examiners. Teachers in service too have contacts with the Board of Examiners. The Board is too busy, as many agencies of the system are too busy, to appreciate the effects of their operations on the "new" person about to come into the system, or on the morale of the staff generally. The Division of Personnel Management should study these effects and make recommendations to the Board of Examiners for appropriate medical and the second study these effects and appropriate medical and the second study these effects are proported to the second study the second stud ate modification of its procedures.

DIVISION OF PERSONNEL 3. Induction of New Teachers: The Division of Personnel Management should be responsible for arranging and man-Management for the induction of the new teacher. This aging a program for the induction of the new teacher. This aging a program should include giving to the teacher, through visits, program and illustrated literature, a clear conception of the films, and illustrated literature school system and the pension system, and a clear understanding of where he may turn for help in his professional and personal adjustment to his job.

- 4. Orientation: Even teachers long in the system need orientation to the system. Too many teachers are unaware of the origin of, or the reasons for, the directives, regulations, and by-laws that affect their professional lives. The Division of Personnel and Management should study the shortcomings of the staff in this regard and provide enlightenment where needed.
- Communication (Personal, Organizations, Staff): This is one of the most important areas of work in personnel management. The Division of Personnel Management should organize a program for periodic personal communication between the superintendents and the teaching staff. It should organize a program for intercommunication between schools in a division, also between schools of different divisions. It should study communications between schools and ancillary agencies and make recommendations for improvement. It should study communications between professional organizations (official and voluntary) on the one hand, and the Board of Superintendents and the Board of Education on the other, with a view to suggesting methods of greater efficiency in communication.
- 6. Incentives: The Division of Personnel Management must, of necessity, concern itself with incentives in terms of recognition nition of achievement, scholarship opportunities, opportunities nities to attend professional conventions, promotional opportunities, and economic betterment.
- 7. Progress Guidance (Personal and Profession): The guidance and Profession): The guidance and Profession ance provided by the present supervisor is narrowly professional trees. sional. His job is to make Mr. Smith a good mathematics

_HIGH POINTS [October, 1954] teacher or Miss Jones a good kindergartner. What is needed is one who can see in Mr. Smith a potential textbook writer or guidance counsellor, or in Miss Jones a good adminis trator or a good principal, and to provide early guidance and encouragement to grow in those directions. The present supervisor is not likely to be disturbed by the teacher who has settled down in a "good" school, does a passable routine job of teaching, but belongs to no professional organization, is not a bit interested in what is going on in other schools, reads no professional books or periodicals, is not at all curious about the earlier or later training of her pupils, and in general, gives no trouble. The Division of Personnel Management would study the staff to discover the extent of "dead wood" and stagnation. It would also study the extent to which talent and ability are being used or wasted. It would make recommendations for rotation within the school and within the school system. It might provide in each school (incidentally an avenue for promotion) a sympathetic, mature, and informed professional counsellor for teachers as we now provide counsellors for students.

8. Retirement: The Division of Personnel Management should arrange programs designed to assist staff members to retire gracefully and successfully. Such programs might include lightening the burden of the older teacher by drawing less on his physical energy and more on his personal and professional maturity. The sight of a man of twenty-three and a man of sixty-three both carrying five classes, a study hall, cafeteria assignments, and official class is bizarre and inhuman. It can be seen in any high school. For the guidance of present members of the staff, the Personnel Division would study retired teachers to determine factors of successfull retirement. Such information can become the basis for a program of early guidance of teachers for successful retirement.

The above categories of service are not mutually exclusive. For example, good retirement programs and the availability of proper guidance and the availability of proper guidance are in themselves "incentives," and all depend on good "Communication" 'communication."

GRADUAL DEVELOPMENT. The proposal is here made that GRADUAL Personnel Bureau be expanded to take on the functhe prescribed above. For obvious reasons, it would not be possible, or even desirable, to set up at once a full-blown agency. But a blueprint can be drawn up and a developmental period established.

Of all the influences to which a school subjects a child, none is more important than the teacher himself as a personality. To provide for his feelings of personal worth, for his feeling of pride in the system in which he works, for his feeling of satisfaction with his professional progress, for his feeling of confidence in his future is to contribute substantially to the welfare, happiness, and education of the nine hundred and fifty thousand children daily entrusted to our care.

NOTES FOR A TEACHER'S CAFETERIA

"Women, I think, ought not to sit down to table with men; their presence ruins conversation, tending to make it trivial and genteel, or at best merely clever." (Under the Fifth Rib, by C. E. M. Joad, P. 58.) This is an admirably outspoken opinion, and if all who share Mr. Joad's sentiments were to express them as openly, the hostess's dilemma—whom to ask, whom not to ask—would be lightened and her labour saved. If those who prefer the society of their own sex at table would signify the fact, the men sex of their own sex at table would signify the fact, the men, say, by wearing a red, the women by wearing a white rosette while wore partirosette, while those who prefer the sexes mixed wore particolored buttonholes of red and white blended, not only would much incorporate of red and white blended, but it much inconvenience and misunderstanding be prevented, but it is possible that the and misunderstanding be prevented, but it is possible that the honesty of the buttonhole would kill a certain form of social hypocrisy now all too prevalent.

-Virginia Woolf, Three Guineas (1938)

The Schools Report on Their Occupational

MORRIS KRUGMAN

Progress in a particular field is often difficult to measure if we Progress in a particular rely upon day-to-day observations. To see what has happened one must stand back some distance and gain perspective. The field of occupational information is no exception. In the early days of vocational guidance, the problem of presenting occupational information was simple; one purchased occupational texts in quantities to supply an entire class, and everything needed for intelligent occupational choice was in these texts. Chapters were arranged by census titles, and daily or weekly lessons were held on a given number of pages in the same way as history or mathe matics was taught. Occupational texts were considered more or less permanent, so that the same texts were used from year to year without revision. What did it matter if the candymaker was described as working by hand and earning \$12 for a 50-hour week, when for the past ten years candymaking had generally been a machine operation and the pay averaged \$40 for a 35hour week? No one knew the difference, and, besides, not one of the students was interested in candymaking, anyway. I am speaking now of our own city; this, of course, did not happen elsewhere.

With the improvement in training of counselors came systematic research in occupational information, and the growth, first, of rather detailed occupational monographs, and, later, loose-leaf and bulletin types of occupational descriptions, flexible and subject to frequent revision. A great variety of systems of condensed occupational information was made available by many publishers. Occupational information was taken out of the regular lesson stage into the library and resource stage, and was used

on an individual basis, rather than en masse.

In contrast to the approach of the past, which sought the permanent and the stable in occupational information, we are now on the lookout for the flexible and the changing. Dynamic is the word I believe the some word, I believe. This is healthy, and closer to reality, but some

* A talk given at the National Convention of the American Personnel and Guidance Association in and Guidance Association by Dr. Krugman, Assistant Superintendent in Charge of Guidance Charge of Guidance.

some eons not ince monetary considerations were not important. TRENDS IN PRESENTING OCCUPATIONAL DATA. No TREINDS in this discussion to present the complete program for collecting and presenting occupational information in our schools, but rather to outline some of the relatively recent

developments. One of these is the realization that just as guidance is a contimuous process, so is the program of presenting occupational information. A conscious effort is made to have even the youngest child in the elementary school look at the world about him and observe how people earn a living. The world of the very young child is his immediate neighborhood, and the world of the older adolescent is the complex society in which we live; in between is a continuum of varying complexity. Somewhere in the center of this continuum a point is reached where occupational information is not merely a matter of our interesting environment, but a process of relating one's self to the world of work—at first, as an exploratory process, and later as a basis for at least broad decision. Obviously, different types of occupational material need to be developed for each phase of this twelve year process. Our method of developing this graded material is through a close working relationship with the curriculum builders in our schools by schools. No course of study or curriculum is constructed or modified without fied without guidance representatives having an opportunity to inject appropriate guidance items. This applies to the reading-readiness readiness program in the first grade, the developmental arithmetic program is a program of the developmental arithmetic program in the developmental arithmetic program is a program of the developmental arithmetic program is a program of the developmental arithmetic program in the developmental arithmetic program is a program of the developmental arithmetic program in the developmental arithmetic program is a program of the developmental arithmetic prog netic program in the first grade, the development in the sixth the home making in the sixth, the general science in the seventh, the home-making in the ninth of the seventh of of to any Other Omachine shop or chemistry course in the tenth, or to any other. Occupational information is injected in every phase of the curriculum, and at every level. This does not sup-

_HIGH POINTS [October, 1954] plant the more direct approach to the presentation of occupaplant the more direct approach group guidance sessions, as in the iunior high school, the home room () the tional material in planner good, the home room (which, incidentally, is very unsatisfactory), the regular assemblies, the career conferences, the school publications, and the many other

In recent years, we have also tended to exploit the mass media In recent years, we have a superior and information. The radio has for the presentation of the finally become a standard tool in our schools, and we have our own broadcasting station which operates all day. The advantages are obvious. After one live presentation is made, recordings are scheduled daily for a week, sometimes several times a day. These programs are synchronized with class discussions. We go even further; we make tape recordings of these programs available to schools on loan. Tape recorders, radios, film projectors, and multiple-use projectors are now standard equipment in our schools. Films and filmstrips are commonly used. We are now only beginning to experiment with television in education in general, and in occupational information in particular. We have a welldeveloped TV broadcasting program, but as yet not more than 5% of our schools have receiving sets. Most of our TV programs are at present used by homebound children.

In the lower grades of the elementary schools we have experimented with such approaches as role-playing and dramatic techniques for the presentation of occupational information, with some success. In the junior high school this has been carried a step further by the use of films and tape recordings by students to record dramatized versions of projects presenting vocational material. In this connection, the city guidance department produced a film on choosing a high school, one of the major factors treated being basic information about occupations. Enough prints of this film are available to circulate it freely throughout the city.

In our secondary schools, there is a growing tendency to organize curricula on a core basis. The students in these programs have the same teachers for several periods each day in an integrated subject organization subject organization, as well as in the homeroom period, and for group guidance. In the integration of subject matter into a unified core, we are core, we are experimenting with the inclusion of occupational material wherever into a material where inclusion in the material wherever into a material where in the material where material wherever possible. This program is now being evaluated OCCUPATIONAL INFORMATION SERVICES___ occupation people, and the results are extremely encouragby our results in passing.

TRENDS IN COLLECTING DATA. These are a few of the TRENUS is a for presenting occupational information in addiapproaches used for methods that have been employed for many ion to the orthodox methods that have been employed for many Before information can be disseminated, however, it must rears, period. Again omitting the generally accepted procedures be collected. For this discussion, a few of the newer efforts in our school system for this discussioned. We assume that every trained counselor or will be mentioned. will be made of of the disposal the basic materials in reactional information—the government publications, the state and local handbooks, the occupational manuals, the vocational leastest from a myriad of sources that we encourage our guidance departments to have in the guidance offices and the school libraries. We have manuals for the use of this material in individual and group guidance, and conduct numerous conferences and discussions aiming at improved use. Our problem is to keep guidance personnel and teacher-counselors in 900 schools up-to-date on sources of occupational material, on content, and on methods of utilization. We found the conference and the memorandum useful, but inadequate, and finally were compelled to engage in the regular publication of a newsletter, Guidance News. This is an eight-page publication, issued five times during the school year, and consisting of guidance news items, editorials, technical treatments of guidance subjects, book and periodical reviews, bibliogtaphies, listing of new resource material, current labor market analysis, and a variety of other items. Three departments in this publication are particularly directed to current occupational information. One of these consists of a distillation of new occupational material received or collected by many members of the guidance do guidance department. One staff person is responsible for the citical review citical review and annotation of the vast amount of material thus collected for collected for each issue, and presenting it in useful form in two pages devoted. News. This is pages devoted to it in each number of Guidance News. This is One of the most popular features of the newsletter.

Anoth.

Another very useful department is a regular column called Current Labor Method department is a regular column called Current Labor Market," written for each issue by an expert in the New York Market," written for each issue by an expert in the New York State Employment Service, who is on loan to us

_HIGH POINTS [October, 1954] as liaison worker between that bureau and the school system. In as liaison worker between the surveys are summarized, labor and industrial this column labor surveys are summarized, labor and industrial this column labor surveys the conditions described, and trends indicated. In the current issue just off the press, for example, the following are included: curjust off the press, for some city; effects of government spend. rent business conditions in the printing industry, in in industry, in ing; trends in singuator, in industrial research, in the clothing industry, in the candy industry, in the candy industry, the outlook for electronic engineers and in television; the outlook for electronic engineers and the construction industry; and the future of social work as a profession. This column breathes life into dry-as-dust labor market statistics.

A third regular column is made available to different occupa. tions, industries, or professions, for a more detailed treatment. This is usually written by a recognized representative of the industry or profession. Columns of this kind included one each on nursing, accounting, physiotherapy, merchandising, engineering, teaching—and one has just been arranged for the profession of social work.

In the past four issues lists of basic resource material in terms of types of sources have been presented. These include one list of commercial publishers of occupational material; one of government agencies supplying this material; and, in the current issue just mentioned, a list of professional associations publish-

ing free pamphlets about their professions.

A growing trend is the growth of public relations departments in large industries and in the professions. These are extremely anxious to be helpful to schools in supplying occupational information—often embarrassingly so. Given the slightest encourage ment, they will arrange an elaborate luncheon for a thousand teacher-counselors, or even for students, at the most expensive hotel in the city, put on an elaborate show about their industry, supply each person with expensive packets of material and source tory. venirs, just so long as these people will listen to their story. Sometimes it is cocktail parties, or visits to the plants, or teas. We are compelled to limit these functions to a few each year, rotating them among the industries and professions, so that some work may be done in the schools. We are more generous, however in account of the schools. ever, in arranging for representatives to visit our schools and speak to the state of the state speak to the students, in accordance with controlled schedules. OCCUPATIONAL INFORMATION SERVICES_ One other source of occupational information in our city must One other sound that is the Advisory Board on Vocational Educabe mentioned his organized by state law. This consists of an overwhich is observed in one industry or fall also, all board, representations, each in one industry or field. These pethaps are composed of outstanding experts in the public, but also, pethaps are composed of outstanding experts in the public, but also, pethaps mily of neld. These ommissions are composed of outstanding experts in these fields, ommissions are very active in providing the school system and many of authentic occupational information. These commissions are extremely helpful.

ENCOURAGEMENT. I have been extremely sketchy in this presentation, attempting to indicate only a few directions in which we have been traveling in our efforts to obtain authentic and current occupational information, to convey this information to our counselors and teacher-counselors, and to help them get it across to the consumers—the student and his family. We have had varying success with various approaches, and have discarded many along the way. We still have a long way to go before we can feel satisfied that we are achieving our goals. We do feel enouraged, however, that in recent years, we have seen mounting evidence for the belief that our guidance personnel and our students have been broadening their horizons and their outlooks in thinking about occupational opportunities.

PROGRAM FOR SUMMER READING

After all, there is no danger nowadays of people dreaming that they live in Arcady or the Isles of the Blest. In a world like ours, anything like total escape is impossible. The ordinary citizen, what zen, whether he is watching a newsreel at the cinema, buying a paper to real he is home, is Paper to read with his meal, or turning a knob in his home, is soundly and with his meal, or turning a knob in his home, is soundly and continually thumped and thwacked with a dozen or more wells. more welts of Really Bad News. If literature, albeit of the so-called escapies literature view of a world in which ind, provides us with an alternative view of a world in which there are still remnants of peace and plenty, comof keeping us sand kindly hearts, it is doing the considerable service of keeping us sane.

-Ivor Brown, "And Why Not Write of Daffodils?" in Highlights of Modern Literature (Mentor)

How English Words Change Their Sounds High School of Music and Art

It is a commonplace of language study that words generally do not retain a fixed pronunciation, but tend rather to change in sound and, consequently, in spelling; so much so that a word pronounced or written in one way may be unintelligible to a

person who pronounces or writes it in another.

While the principal purpose of this little paper is to give an exposition of how English words have changed through the years, it will be helpful from this point of view to ask why words change in the first place. Early students thought they could make out a single principle underlying all changes. Thus W. D. Whitney says, "Phonetic convenience is economy of effort on the part of those [speech] organs, and to no other law than that of economy of utterance have any of the phenomena of phonetic change been found traceable (though it is also to be noted that some phenomena have not hitherto been successfully brought under it, and that the way of effecting this is still unclear)" (Encyc. Britt., 11 ed., 'philology'). Henry Sweet says, "If we survey these [organic changes] as a whole we perceive two principles of economy: (a) dropping of superfluous sounds . . . (b) ease of transition from one sound to another. ... " (History of English Sounds)

Later students of the subject seem much less impressed by this explanation. Professor Gray says in his Foundations of Language, "Sounds change according to regular correspondences; but why do they change? . . . As a main cause [economy of effort] appears to be negligible." In his Knowledge of English, Professor Krapp says, "A common explanation offered for sound change . . . is that they are results of 'ease of utterance' and 'economy of effort'. ... As a general psychological principle, however, this theory is very dubious." But, Professor Krapp goes on, "With the necessary qualifications and reservations, however, it is probable that ease of utterance remains a principle of some importance in explaining the change in English sounds."

Let me invite the reader, now, to look at the current English vocabulary, and, by comparing the pronunciation with spelling a good indication with spelling of a good indication of former pronunciation—make some sort of HOW ENGLISH WORDS CHANGE_ HOW Elvo of the ways in which the sounds of English have changed. Part I

Let us first look at those changes in the pronunciation of a Let us may be plausibly laid to the operation of the principle of ease and economy of effort.

DROPPING AN ELEMENT. There is an obvious tendency by telescope words and phrases, to eliminate some element and to run the rest together. This process is sometimes called synto full discountry and the results are acceptable or not according to the standards set by each group.

(1) Thus, housewife has become hussy; Bethlehem: bedlam: Mardalen: maudlin; St. Audrey: tawdry; paralysis: palsy; phantasy: fancy; mistress: missis. In England Leicester is Lester: St. lohn: Sinjun; halfpenny: hapenny; two pence: tuppence; secretary: secretry; waistcoat: weskit. In English courts lawyers usually address the judge as Mlud. On a ship we find: gunwale: gun'l; boatswain: bosun; coxswain: cox'n.

The following, however, are generally not accepted: ahm gunna: I'm going to; jeet: did you eat; sump'n: something; come sem, elem: come seven, eleven; why'ye: why don't you; wunye: wouldn't you.

(2) Specifically, an initial sound or letter or syllable may disappear. This process is generally known as aphesis or apheresis. Initial 'h' is frequently dropped from pronunciation: honest; heir. An initial consonant, the first of a consonantal group, is occasionally silent or dropped: gnu; know; pneumatic; psychology: Protest ogy; Ptolemy; mnemonics. In all words beginning with wr, the w is silent: write; wrong; wring. The initial 'h' of a consonantal group has a wrong; wring. The initial 'h' of his blot; lot; group has disappeared: hring: ring; hnecca: neck; hlot: lot; hlehelen: less; here is here is here.

hlehelen: laugh; hlisp: lisp. This tendency is further illustrated in such words as mend:

mend: Chest. squire: amend; cheat: escheat; fend: defend; taint: attaint; squire: esquire: siza: esquire; size: assize; tend: defend; taint: attain; special: estallop; escallop; escal special: especial; most: almost; till: until; round: around; midst: until; ticket; bydropsy; amidst; ticket: etiquette; though: although; dropsy: hydropsy:
vamp: avant till: until; round: dropsy: hydropsy;
vamp: avant till: until; round: dropsy: hydropsy; vamp: avant pied; vanguard: avantgarde; embrace: avant bras;

_HIGH POINTS [October, 1954] varsity: university; van: caravan; bus: omnibus; wig: periwig. The following are considered illiterate: baccy: tobacco; tater: The following are connected; tasses: molasses; tater; potato; possum: opossum; coon: racoon; lasses: molasses; tater; that one: voung'n: young one.

(3) Specifically, the final vowel or consonant or section of a word may disappear from pronunciation or from spelling. This

A final 'e' is generally silent: love; live; lone; lute. In the final 'ed' the 'e' is generally silent unless the resultant group is awkward, or unless some distinction is wanted: aged: aged; learned: learned. The final 'r' after a vowel has practically disappeared in England and from sections of the United States: wonder; no sub. In words that are closely associated in a single phrase, the final consonant of the first may be lost: icen cream; corned beef. The final consonant, if it is the second of a consonantal group, tends to disappear if the pronunciation is awkward: climb; column; kiln; riband. The final 'g' is often dropped, but not in careful speech: mornin; I'm goin; lookin at; and the 'i' of final 'ing' becomes indistinct: he's rid'n; I'm talk'n. An original gutteral 'g', 'gh', or 'ch' at the end of a word often disappears from pronunciation and appears in writing as a silent 'y' or w'; sometimes the gutteral changes ino an 'f' sound: daeg: day; boga: bow; weg: way; thurh: through; theagh: though; blehhan: laugh. The common adverbial suffix 'ly' is the remains of 'lic,' 'lich', 'lik.'

Large final elements have been dropped in these: 200; bike; vet; doc; auto; prof; pa; ma; sis; rhino; pro; memo; exam; pub: public house; patter: pater noster; brandy: brandy wine; brig: brigantine; mob: mobile vulgus; cab: cabriolet; cad: cadet; hobby: hobby horse; pug: pugilist; fan: fanatic; vamp: vampire.

(4) Specifically, there is a tendency to simplify the pronunciation of a consonantal group inside a word or at the end by drop ping one of the consonants: sign; sword; talk; half; salve; palm; solder; daughter; diaphragm; draught; neighbor; sighingi ploughed; blighted; whistle; descend; discern; scene; empty; edge; boatswain; hawk; bowl; newly; answer; handkerchie]; soften; hasten; listen; hustle; muscle; condemn; island; two; Lincoln; cologne. The New English Dictionary says that the pronunciation of 'wh' as 'w' is the "preferred pronunciation among

HOW ENGLISH WORDS CHANGE_ HOW Eliver Care is taken, sometimes, to pronounce 'wh' educated people. The pronounce who where a confusion among homonyms might take place: when: wen.

OFTENING AN ELEMENT. In the preceding section we SOFTENING section we soften the tendency towards ease resulting in the dropping of have seen use dropping of some element of a word from pronunciation and spelling. It may bappen, however, that this tendency results, not in the dropping of some element, but in the softening of a vowel or consonant. of some standard is at work is attested by the frequent pronunciation of words like congradulate and gendlemen and I wanna, pronunciations, however, that are not considered elegant or permitted in the schools. Yet we hear speakers who have been rained say over the radio: impordant, non-fermended, condinennal condemplate, vindage. Bread'n butter is fully accepted, as well as uv for of, and wuz for was as well as many other so-called weak forms.' The attempt of some writers to get a comic effect by having some of their characters say wuz and uv makes one wonder what they think the college professor of English is saying when he says was and of. These weak forms were once combatted fercely by the schoolmasters, who were obliged, however, to compromise with the speech of the general public.

(1) The consonants may soften. Initial 'x' is generally pronounced 'z': xylophone. An intervocalic consonant tends to soften: rose; exact; water; butter. Probe, potion, separate, regal have given us the softer forms prove, poison, sever, royal. Nephew is pronounced with a 'v' in England. The letter 'l' is occasionally changed into a vowel sound. This may be heard in parts of the Midwest, where the phrase I'll tell you becomes I te'ye. A voiced consoner. consonant preceding or following an unvoiced becomes unvoiced: aBsurd; picked; have to: haf to; disgusting; width.

2) The vowels may soften. Unaccented vowels generally lose heir identity their identity to become an indeterminate sound: voyAge; vicAr; Abridge; notion; ocean; prison; vision; religious; vicious; vigour: 1001, ocean; prison; vision; religious; vicious; vigour; Jacob; SpaniArd; locust; tribAl; partiAl; effort. A tendency to reduce to reduce the pronunciation of dency to reduce a diphthong is observable in the pronunciation of do on: don. do a diphthong is observable in the pronunciation of do on: don; do off: doff; Aesthetic; Aether; said; caught; feat; feather; Fisher; Fish Deconomy: buy; buoyant. OEconomy; pour; guard; build; suit; puisne; buy; buoyant.

_HIGH POINTS [October, 1934] But roon for ruin is not accepted, nor pome for poem, nor pote for poet. Contractions are an evidence of the same tendency: I'm; for poet. Contractions are the other hand, some 'tense' vowels, that he's; we're; they're. On the other hand, some 'tense' vowels, that he's; we're; iney re. On the state of effort to keep pure and not become is, those that require a bit of effort to keep pure and not become is, those that require a second diphthongs. This is one of the character than the character of the character a diphthong, nave become and a language like characteristic differences between English and a language like French. Compare the difference in pronunciation between the English

Part II

If the changes in the sound of English words in Part I can be explained plausibly on the principle of ease, the changes that will be mentioned here, in Part II, can generally not be explained as the result of an effort to make words easier to say.

- (1) Thus the old English words nimel and thymel became nimble and thimble, a change that was natural enough since the organs of speech in their transition from the 'm' to the 'l' tended to pass through the position for making the 'b' sound. Thus, too, we hear people today say the idean of it; I sawn it; Jamaican avenue; not CH yet. This process, whereby a vowel or a consonant is inserted in a word or in a group is called 'epenthesis,' or 'intercalation.' In so-called illiterate speech we hear: athAletic; filum; chiminey; umberella; coming Gin; going Gout — all of them frowned upon in the schools. But notice how natural and accepted is the epenthetic 'e' in the following: table; treble; visible; noble; voluble; acre; ogre; ogle; thistle; spectacle; staple. Here are some examples of an epenthetic 'n' in modern English: Passage: passenger; message: messenger; porridge: porringer; scavage: scav enger. Here are some examples of epenthesis that had already taken place in the French, with their doublets: camera: chamber; tremulo: tremble; humility: humble; intenerate: tender; incinetate: cinder; numerus: number; pulver: powder; rabies: rage; cave: cage; alumny: challenge; diurnal: journal; servant: sergeant.
- (2) Then, too, people often say in colloquial speech, I'm a going; I'm a staying. Most of the examples of this change, known as 'prosthesis' to as 'prosthesis' have come into English through the French in which the initial I which the initial Latin 's' became 'es,' then 'e': escutcheon; escoti; especial: establish especial; establish; estate.

HOW ENGLISH WORDS CHANGE_ (3) In illiterate speech the word 'ask' is occasionally pro-(3) In interest, incidentally, was the correct spelling and pounced 'ax,' which, incidentally, was the correct spelling and nounced ax, up to 1600 after an initial spelling and pronunciation up to 1600 after an initial spelling 'asc.' This pronunciation up to 1600 after an initial spelling 'asc.' This produnciation of metathesis' has resulted in such evolutions as process, the thurh: through; kitla: tickle: thereal! process, known through; kitla: tickle; therscold: threshold; bird; thurh: through; kitla: tickle; therscold: threshold; brid: biru, therscan: thrash; thritig: thirty; aernan: run; auburn: ferse: Ites, which accounts for the shift in meaning from 'white' to brown']; and via the French: turbula: trouble; scintilla: tinsel; alamette: omelette.

(4) Sometimes two adjacent consonants become a double lettet, as in the words assimilation; assuage; aggregate; alleviate: approbation, where the first of the double letters was a 'd.' This change, for the most part, had already occurred in the French before the words became English. It may be mentioned, in passing that this process, known as 'assimilation,' has been carried further in Spanish and accounts for the fact that many Spanish words do not have a familiar look: lleno: plenum; llamar: clamare; llanta: planta; llave: clavis.

- (5) Sometimes one of two similar consonants in a word undergoes a change. Thus: turtura: turtle; purpura: purple; marmor: marbre: marble; donderbus: blunderbus; grammar: glamour; murberry: mulberry; peregrinum: pilgrim. This process is generally known as 'dissimilation.'
- (6) Sometimes a letter, usually 'l,' becomes a vowel. This Process, known as 'vocalization,' was quite common in French and Italian, but was counteracted, as will be seen later, by scholars who restored the original letters. This accounts for the fact, incidentally dentally, that many French and Italian words are not recognized by English by English-speaking people: paume: palm; faute: fault; piatta: plate; piazza: place.
- (7) Occasionally the 'n' at the beginning of a word is mistaken for the 'n' of the preceding article 'an' and the word then loses its initial to the preceding article 'an' and the word then loses its initial 'n.' Thus the French napperon came into English as napron, which it is the French napperon came into English its as napron, which later became an apron. Similarly, a nadder: an adder; a nangar. The opposite adder; a nauger: an auger; a nonpair: an umpire. The opposite process consists. Process consists of the fusion of the 'n' of the indefinite article to the noun at a new; an eke to the noun that follows. Thus an ewt became a newt; an eke

HIGH POINTS [October, 1954] name: a nickname. An analogous error has given us the words ammunition and munition from the French la munition.

- (8) Sometimes a noun is presumed to be a plural because it ends in an 's' sound, and a new singular is formed, by a process the state of the s known as 'backformation.' Thus: pease: pea; cheris [from the French cerise]: cherry; assetz [from the French assez]: asset; Xeres: sherry; chaise: shay. The opposite process has resulted in treating a plural noun as a singular and in the formation of a plural on that: quince; truce; trace; invoice. The Greek word kudos (glory, honor, renown) has recently been naturalized in English, but since it looks like a plural, we see phrases like "another kudo."
- (9) Then, too, there is a tendency to make a word look or sound etymologically more reasonable by changing the pronunciation or spelling to make it conform to what is presumed its true etymology. Thus there is a tendency to call asparagus sparrowgrass, which is considered illiterate; but a titmouse was originally a titmase [a bird], shamefaced was shamefast, and had no connection with face. This factor, which results in a change in the pronunciation and spelling and meaning of a word, is known as 'folk etymology' [treated at greater length in another issue of HIGH POINTS].
- (10) Another conscious factor in the change in the pronunciation and spelling of words is what is known as 'learned intervention.' This is an attempt on the part of scholars to change the spelling and pronunciation of a word to make it conform to what is considered to be its correct etymology. Thus the learned advocated the insertion of an 'l' in words like fault, a 'd' in words like advice, a 'b' in words like debt, a 'c' in words like indict, a 'p' in words like receipt, to make these words conform to their Latin originals, although the French, from which these English words came, did not contain these letters. Sometimes the restored letter was pronounced, as in cauldron, adventure; sometimes it was ignored, as in receipt, indict. Occasionally the scholars themselves turned out to be in error, as in island and could, in which they restored as 's' restored an 's' and an 'l,' respectively, that never existed. Learned intervention is a large of the state of intervention is always with us in the schools and is, generally, conservative and is, generally, conservative and, frequently, arbitrary. Let the reader compare

HOW ENGLISH WORDS CHANGE_ his pronunciation of the noun rise, the verb shone, and the words his pronunciation with the dictionary pronunciation to decide how pables and serve or radical he is with respect to changes in pronunciaconservative of speech in our schools have to face the delicate tion. Teacher what extent they are, or want to be, arbiters of prodecision to what their decide what their criteria for correct pronunciation are. We should bear in mind that a pronunciation that nunciation are the few cap just as easily while one that is commonly from the few can just as easily be labeled 'esoteric' is near to the solution and 'bizarre'; and we might bear in mind that a pronunciation. or a neologism, branded vulgar or ignorant in one generation occasionally turns up on the stage in the mouths of actors who are pointed out as exemplars of the best diction.

11) Among other influences may be mentioned: grammatical changes-for a loss of inflection may easily result in muting or sloughing the formerly inflected parts; affectation, through the imitation of some supposedly superior speech or speaker; analogy: spelling—for it may occur to someone to restore the pronunciation of a silent letter that persists in spelling; and, finally, other influences that seem to be altogether fortuitous, such as some slip of the pen or a misprint. Thus there is no accounting for the great vowel changes in English. We don't know why French developed its characteristic nasal sound, nor the velar 'r,' when Spanish and Italian have the lingual 'r.' We don't know why the French vélin, vénin, and pélerin should have changed to vellum, venom, and pilgrim; for if venom is easier to say than vénin, then we should expect cannon to become cannom. There The search is for the variations of the 'a' sound in America. The standard pronunciation of 'z' and 'c' in Castilian Spanish is sometimes explained as deference to a lisping monarch, but why were not the other sibilants likewise pronounced 'th'? If a cockney drops why does have because it makes the word easier to pronounce, why does he add an 'h' where no ease accrues? If it is easier for a Brooklynia and an 'h' where no ease accrues? If it is easier for a Brooklynite to say 'oil' for 'earl,' why does he also say earl for oil, as coming that a oil, as comic writers have him do? How does it happen that a scotsman writers have him do? How does it happen that a Scotsman pronounces sounds differently from a Virginian? We just don't know.

FACTORS OF CHANGE. We have seen that there are many

forces and factors in operation that make for change in the pronunciation of words; many are definite and can be ascertained, many others are indefinite and cannot be traced or explained. While the principle of ease, apparently, cannot explain all changes, as Whitney thought, yet if we take the long view and see how the Old English hláford and hlaéfdige became lord and lady, ahwaether and nahwaether became or and nor, and aeghbecame hotel, redemption: ransom; blasphemare: blame; flagelto discard a principle that offers so reasonable an explanation for

NOTE FOR A PASSPORT CASE

The uses of travel are occasional, and short; but the best fruit it finds, when it finds it, is conversation; and this is a main function of life. What a difference in the hospitality of minds! Inestimable is he to whom we can say what we cannot say to ourselves.

-Emerson, "Considerations by the Way"

FOR PERMANENT APPOINTEES

There is real danger in constant, excessive, and sometimes churlish criticisms of one's profession, community, or employer. To reply that one's employer may not deserve the best from his employees is somewhat besides the point. Individuals themselves deserve their own best. Loyalty to ourselves is involved here. Basically, loyalty to any institution or place means that you act as though you intended to stay there. Since you intend to stay, it is intelligent to make the most of it. Why then do we sometimes deride our profession if we intend to stay in it? In general, the valuation we place upon our services and their importance in society is likely to be mirrored in the reaction which others have to them.

-Dr. Edgar Dale

Why Join the NEA? WILLIAM G. CARR*

The reasons New York City teachers need the National Education Association are not different from those that hold for the teachers in any other American community, rural or urban. All reachers need the services of a national organization because many common education problems of national scope require the cooperative action of the entire profession. Such unity has produced results far beyond the power of any individual teacher, however gifted, or of any single community, however large or powerful. List your New York City problems as you will; I can match them, item by item, with the problems and needs of your fellow teachers in Maine or Florida, Texas or Oregon.

A systematic account of NEA achievements is available in the latest report of the executive secretary. I shall be able to cite only one example from each of four fields, as follows: (1) child welfare; (2) teacher welfare; (3) representing education in the National Capitol; and (4) representing American education on the international scene.

CHILD WELFARE. To illustrate the child welfare services of the Association, I select the dramatic work of our Commission on Safety Education. Its influence in almost every school in America has saved thousands of lives. Thirty years ago, before this NEA Commission began its work, the death rate from accidents among elementary school children was 400 per million. Today, the death rate is 214 per million. This means a saving of about 4,000 lives every year. The Safety Education Commission has helped teach children how to avoid dangerous fires, how to walk and drive with safety, how to use complex school and home machinery without getting hurt. Its work is reflected on metropolitan street corners where schoolboy patrols guide the steps of their young associates and in the safely built and operated yellow school buses on rural have a limit to the safely built and operated yellow school

buses on rural byroads.

What has been said of teaching safety could be said with equal force of instruction in the whole gamut of education. Every area of instruction has been advanced by the exchange of infor-

^{*} Executive Secretary, National Education Association.

HIGH POINTS [October, 1954] mation through the National Education Association's extensive program of conferences, conventions, research, publications, and program of conferences, controlly holds the world's largest and journals. The association and most representative national conferences of educators, but also sponsors more than 60 regional conferences annually. The Asso. ciation is the world's largest educational publisher. Its Journal is the most widely circulated professional magazine.

SALARIES. In the field of service to teachers, we might consider such specific illustrations as recruitment, standards of preparation, travel service, credit unions, tenure laws, adequate salaries, and retirement privileges. From this range of NEA activities let us select the question of salaries, and narrow the discussion still further to the relation between the teachers' salaries in New York City and those in other large cities and in its suburban districts.

New York City teachers' salaries have increased during the last five years. So have those of the suburban areas and of the other large cities. It may have escaped observation, however, that the advantage held by New York City in this respect has been declining. The per cent of increase of average teachers' salaries between 1939 and 1953, in New York City, is lower (with one exception) •than in its twelve major suburban communities. As compared with 1938-39, New York City has registered a relatively slow rate of improvement of teachers' salaries.

There is only one source for the kind of salary information I have just given. That single source is the NEA. Alert NEA members in nearly 500 local associations last year found that these NEA salary data were worth-while.

LEGISLATION. Next, to illustrate our activities in interpreting education to the national government, may I remind you that on January 7th the President of the United States delivered his State of the Union Address to a joint session of both houses of Congress. What he said about education was important, both for its content and for its source. An immense amount of work goes into the face into the into the framing of such state papers. It is entirely proper and normal for various groups in our population to supply information and points of view to be considered by the nation's Chief THE NEA?_ Executive in charting the policy of his administration. This Executive in charms President Eisenhower, as it has with other occurred in the case of President, the program goes to the country From the President, the program goes to the country of t occurred in the Case of the President, the program goes to the Congress.

Presidents. From the President will be continuously represent. Presidents. From the Presidents of discussion will be continuously represented at com-There the Association in the give and take of discussion. The remittee hearings and in the give and take of discussion. The remittee hearings and in the give and take of discussion. The remittee hearings and in the give and take of discussion. mittee hearings and legislative activities of the National Education Assogearch and regulation Asso-dation play an influential part in the legislation which affects dation play and teachers. I could give dozens of definite illustrations.

INTERNATIONAL RELATIONS.—For the international illustration, I could cite the work done by the NEA's Overseas Teacher trauous, its proud part in the creation of UNESCO, its work in developing the international organization of teachers which is playing a role of growing usefulness in international relations. However, to bring the matter somewhat nearer home, our work in the international field may be also illustrated by the existing international teacher exchange opportunities. These opportunities for American teachers have come as the result of a series of laws and regulations which have been actively encouraged and often pioneered by the National Education Association. It was, for instance, the only body representing the teachers to testify for the Fulbright Law, under which thousands of American teachers have traveled abroad, or received into their school the advantage of visitors from other countries.

PUBLIC RELATIONS. Back of all of these activities there is one which is so pervasive that it is difficult to define. I refer to the basic work of the NEA in representing the opinion of the teaching profession before the general public. Several joint committees mittees represent the teachers of America in collaboration with the America of America in collaboration with the American Medical Association, the National Congress of Parents and T. Medical Association, the National Congress of Parents and Teachers, and other groups. The NEA pioneered in the reservation and before the reservation of television channels for education, and before that in the man of television channels for education the interpreting the that in the use of the radio as an instrument for interpreting the schools to the schools to the public. American Education Week, financed almost wholly by the American Education Week, brings to the wholly by the National Education Association, brings to the schools million National Education Association, Dational Citizens schools millions of American citizens. The National Citizens Committee for all of American citizens. Committee for the Public Schools has used the airwayes, the car cards, the bill. cards, the billboards, and the newspapers to tell the story of

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American education. The upsurge a few years ago in the number American education. The agreement American education did not be accident. Through all of our work for child not of friendly magazine artistic and for children, and for representations of the patients of the for teachers, for national school legislation, and for representafor teachers, 101 national tion of American teachers abroad, the fostering of a strong, in the schools is a strong, in formed, friendly public concern about the schools is an enduring

TEACHING

The most exciting of all vocations is teaching. What better work could one have than that of trying to gather up the wisdom and sensitiveness which mankind has thus far won and of so using this wealth that one's pupils may be led not only to share in past gains, but also to join eagerly and independently in the common striving to create still finer and more generous sensitiveness, still wider and deeper wisdom? As compared with that calling, others, however necessary, seem pale and dull.

-Alexander Meiklejohn

THE NEW SCHOOLMASTER (An Unfavorable Observation)

He must seize every occasion — the season of the year — the time of the day—a passing cloud—a rainbow—a wagon of hay—a regiment of soldiers going by—to inculcate something useful. He can receive no pleasure from a casual glimpse of Nature, but must catch at it as an object of instruction. He must interpret by interpret beauty into the picturesque. He cannot relish a beggarman, or a gipsy, for thinking of suitable improvement. Nothing comes to him, not spoiled by the sophisticating medium of moral uses.

—Charles Lamb, Essays of Elia (1823)

Science Teachers—A Critical Shortage SYLVIA NEIVERT Bay Ridge High School

The present nationwide shortage of science personnel indicates The present indicates must be taken to increase our available that immediate scientific manpower Despite the that immediate our available manpower. Despite this need and an supply of trained scientific manpower. Schools the arrelation our high schools the arrelation of the schools the school to school the school the school to school the school the school to school the school t supply of trained and an increasing enrollment in our high schools, the number of new increasing to teach science as all increasing children of new reachers qualified to teach science, as all other subjects, is declining.

DATA. In the past 80 years high school enrollment has increased 18 times faster than the population; high school enrollment is expected to reach 9 million by 1960 and over 11 million by 1965. This projected increase plus the growing awareness of the role of science in modern society will undoubtedly increase the demand for additional science teachers; reliable estimates indicate that the present yearly replacement figure of 7,000 science teachers will be increased to 10,000 by 1965. Nevertheless, since 1950 the drop in graduates prepared to teach science is greater than that for all other high school subjects.

The factors which affect the availability of science teachers include opportunities in industry, the demands of military service, and transfers to the elementary school. As a result, many schools are finding themselves in the dilemma of having an increasing science enrollment together with a steadily declining number of available science teachers. In many areas the shortage is already

acute in general science.

STORY BEHIND THE NUMBERS. Numbers alone, overwhelming as they may be, do not tell the whole story. What about the about the preparation of science teachers? There are virtually as many different actions of science teachers? many different requirements for teachers of secondary school science as the science as there are states, and each state has numerous provisions permitting science teachers permitting poorly qualified persons to become science teachers if shortages of a qualified persons to become science teachers it shortages of qualified personnel exist. Numerous studies reveal that the actual that the actual preparation of our nation's science teachers is inadequate and preparation of our nation's science teacher certification adequate and that minimum standards for teacher certification are needed. are needed. At present, there is no generally accepted set of citeria against live of science teachers. criteria against which to measure the quality of science teachers.

Although college preparation is an inadequate measure for the Although college preparation is agreed that no individual identification of good can be an effective teacher (despite other agreeable attributes he can be an effective adequate training in science The can be an effective teacher (despite other agreeable attributes he may possess) without adequate training in science. The recent publication, Critical Years Ahead in Science Teaching, * furnishes data concerning the backgrounds of teachers. The evidence is clear. Inadequate training in science is a national problem for teachers and students as well.

Why is the roster of science teachers decreasing faster than all others? Perhaps the answer lies in the areas of teacher load and in the rewards, satisfactions, and dissatisfactions of science teaching. From the standpoint of teacher load, the report referred to above finds that the science teacher's total work week is approximately the same as the average for all teachers. However, since science is the only academic subject which requires extensive equipment and supplies and since time is not usually allocated for such duties as the care and repair of equipment and the preparation of demonstration equipment and student laboratory materials, we may infer that optimal use of facilities avaliable for science instruction is not being made.

Among the rewards of science teaching are included salaries, pensions, retirement and sickness benefits, tenure, opportunities for subsidized study, and monetary returns from allied areas open to science teachers. Its satisfactions include the experiences and opportunities which give the teacher pride in his profession; for example, service to adult and youth groups in the community, his association with professional people, and his opportunities for creative work. In contrast, its dissatisfactions include the unfavorable conditions and special circumstances under which teachers often work; for example, low salaries and community pressures. Peculiar to science teaching is the administrator who fails to comprehend the necessity for experimentation and laboratory work and the need in the rapidly advancing areas of science for new equipment, books, and periodicals.

THE MAJOR NEGLECT. Science teaching today is standing at the crosses at the cross at the crossroads. Unless adequate measures are taken quickly

MAXIMS OF LA ROCHEFOUCAULD (To Be Slipped Into Your Delaney Book)

We often forgive those who bore us: but we cannot forgive those whom we bore ourselves.

The clemency of princes is often nothing more than a political artifice designed to secure the goodwill of their subjects.

The desire to appear clever often prevents our being so.

We rarely find people sensible unless they agree with us.

As we grow older, we become madder and saner.

Scarcely any man is clever enough to realize all the harm he does.

PROPS

This comes to us from a fine woman in Chicago. It seems lat the incident that the junior boys of the settlement house in Chicago—you know the know the one—were rehearsing "Treasure Island" and found themselves with themselves without enough guns for the defense-of-the-stockade scene. Next picks scene. Next night one of the youths showed up with a bulky newspaper pools one of the youths showed up with a bulky newspaper pools. newspaper package. It contained seven .32-calibre automatics.

We c'n use "We c'n use 'em for the rehearsals," he said, "but not for the show. The men show. The men gotta have 'em back Saturday night."

excerpt from "The Talk of the Town," in The New Yorker

^{*} Copies of this report may be obtained without charge from Mr. Elbert Weaver, Philips And I was be obtained without charge from Mr. Weaver, Philips Academy, Andover, Massachusetts.

Are the Normal Always the Most Fortunate? NATHAN YOUNG **Evander Childs High School**

Mr. Young, why did you recommend me for a modified history class? By now this has become a very familiar question, and I have grown accustomed to expecting it at the beginning of each term. We have many students who resent being placed in slow. learner or modified history classes because they feel that they have the ability to achieve beyond the level of the general diploma, and placement in a modified history class automatically means a general diploma rather than any form of academic diploma.

What has brought about this unfortunate situation? Why do we have to cope with these crises term after term?

THE SAME EXIT. It seems that we divide the students in our history classes into two major groups, Regents and non-Regents. Within the Regents group we have the honors classes and the regular or normal classes. All the students within this group are headed for an academic diploma, provided that they pass the Regents examinations. All students not slated to take Regents examinations are classified into one undifferentiated group, placed in modified or slow-learner classes, and given a general diploma at the close of their four years of study. A number of these students may find themselves in regular history classes in their lower terms, but all wind up in modified classes in the senior term. However, regardless of any detours these students may take along the way, they all find themselves at the same final exit marked general diploma.

Why do we assign students to non-Regents history classes? Fundamentally it is because we feel that they do not have the ability to pass Regents examinations. How do we arrive at this conclusion? Teachers' judgments, past history and English marks, general school achievement, I.Q. tests, and standardized reading tests all plant is tests all play their part. If the conclusion is that the student is not Regents material, the chances are that a mistake has not been made been made.

On the other hand, are we justified in saying that all students ho, in our estimation who, in our estimation, cannot pass Regents exams should auto when we hand them the same general diploma.

We may very well ask, why should those students who have shown only a fair level of achievement regard the general diploma shown only? The answer is not a difficult one to find. The general as a singular does not represent genuine achievement, while the academic diploma does. The academic diploma, given to Regents students only, shows recognition of attainment in studies. The student who is capable of a fair degree of achievement, but not at the Regents level, is given no such recognition. Is it any wonder that students will frequently battle to get back into Regents classes when they really do not belong there? The case of the unsuited student who does get back is frequently the most tragic. He, his family, and his friends eagerly look forward to his receiving the academic diploma. But, at the last moment, failure in the Regents brings him the general, not the academic, diploma. He is graduated, but as a failure.

THREE DIPLOMAS. How can we rectify this unfortunate situation? We could lower the standards of our Regents examinations to such a level that all but the really slow learners would pass. But in so doing we should merely be defeating a basic pur-Pose served by Regents examinations today, recognition of those students with a commendable level of achievement. If we are going to keep Regents exams, that can be their only justification, recognition of commendable achievement in academic studies for purposes of higher education. Let us make it clear that those students and the given spestudents who pass the Regents examinations are to be given special academic pass that cancial academic recognition because they pass examinations that cannot be and not be and should not be particularly easy. Let us make this recognition receive a recognition very specific by calling the diploma they receive a Regents diplom specific by calling the diploma they be awarded Regents diploma. The academic diploma should then be awarded to those students. The academic diploma should then be awarded to those students. to those students who show satisfactory levels of achievement in their studies. their studies, but are not on the Regents level. The general dip_HIGH POINTS [October, 1954]

loma should be reserved for those students who satisfy attendance loma should be reserved and other non-academic requirements in our high schools, Included in this last category would be the really slow learners who cannot be expected to meet any standards, and the limited number

Of course, if and when we all sincerely adopt the philosophy of the modern educator that our high schools are for all American youth, and that diplomas for subject-matter achievement are, therefore, out of place, the problem we have considered here will cease to exist. But, as long as standards of achievement do play a role in the awarding of diplomas, let us give sympathetic consideration to those students whose level is between the commendable learners and the slow learners.

FALL SEMESTER

All men are poets at heart. They serve nature for bread, but her loveliness overcomes them sometimes.

-Emerson, Literary Ethics (1838)

There is one piece of advice, in a life of study, which I think no one will object to; and that is, every now and then to be completely idle,—to do nothing at all.

-Sydney Smith, Lectures on Moral Philosophy (1804)

If you are wise, laugh. (Ride si sapis.) -Martial, Epigrams, I (86)

A "Tony" Comes to School HYMAN SOROKOFF*

Each year the American Theatre Wing awards the "Tony," New York's equivalent of Hollywood's "Oscar," for "outstanding New York's equition to the current theatrical season." In 1953 this award contribution to the Rosalind Russell Took contribution to Shirley Booth, Rosalind Russell, Joshua Logan, Beatrice went to office Went to Danny Kaye. Sharing honors with these greats of the Lille, and world was Equity Community Theatre, a unique partnertheatment of the Bureau of Community Education of New York City's Board of Education and Equity Library Theatre of the Actors' Equity Association. In awarding this particular "Tony," the American Theatre Wing was giving formal recognition to four years of cooperative effort by actors, directors, musicians, stage hands, educators, and neighborhood citizens, all united by a desire to bring professional theatre to the local community. It was persistent and plodding perservance combined with hard and unremitting labor on the part of this team that brought Equity Community Theatre to the point where it was considered to have made an outstanding contribution to the development of theatre.

YOU CAN'T TAKE IT WITH YOU. What "success" has the venture had? Measured by the usual test of Broadway - does it make money? — the answer is "very little." Equity Community Theatre has not made money and never will. If income ever exceeds expenses by more than a slight margin of safety, the directors of this unique partnership are agreed that box office prices must come down.

Measured by those other and more important criteria—namely, service to the community and opportunity given to good actors to present themselves to the public — Equity Community In four can be considered to be enjoying a "success d'estime." In four years more el years more than 50 thousand admissions have been paid to 63 performance. performances of 16 plays at popular—but really popular— prices (604). prices (60¢ to \$1.20). This low scale of prices established in the first year root. first year resulted in a big splotch of red on the books. The optimistic and "source of the splotch of red on the books." mistic and "never say die" partners, however, saw in this red ink only their room land "partners, however, saw in this fourth season only their rosy hopes for the future. Today, after its fourth season

^{*} Assistant Director, Bureau of Community Education.

HIGH POINTS [October, 1954] the project has its head above water, has paid off the early mone. the project has its item and the next few years to be firmly mone tary losses, and hopes in the next few years to be firmly established financially and artistically, as a valuable adjunct to community

PURSUIT OF HAPPINESS. What were some of the reasons for educators' leaving the comparative calm of academic life and venturing into the foreign waters of theatrical production?

The Bureau of Community Education is that part of New York City's school system which is charged with responsibility for the development of programs in the fields of recreation, adult education, and community relations. The Bureau seeks to do whatever can be done in cooperation with the people of a neighborhood to lift the level of community life. That good theatre fits into this concept of raising a community's cultural level is too obvious to need much exposition. However, a few fundamentals may be worth stating.

- 1. Good theatre serves a recreational, an educational, and an inspirational function in the life of the community.
- 2. Good theatre presented informally in the well-equipped, conveniently located school building is a force for developing better human relations.

Neighborhood theatre presented cooperatively is the answer to the plea uttered by Brooks Atkinson in the columns of the New York Times several years ago:

"In the ideal state, which is being held temporarily in abeyance all over the world, it ought to be possible to go to the theatre casually without giving up a fortune, or taking a long, exhausting journey into a packed and shrieking pleasure-mart. . . In the final analysis, all a man wants is to spend two or three hours listening to a playwright's ideas, watching the actors at work and meeting some friends in the lobby. . . . Community theatres ought to be a normal part of any neighborhood life since they are intelligible, stimulating, and expansive."

3. Good theatre presented within easy reach of the home can help to develop standards by which young people can evaluate the offerings of radio, motion pictures, and teleA "TONY" COMES TO SCHOOL vision. The interplay of feeling between live actors and live vision. The many of the other media achieved in any of the other media.

4. Good theatrical offerings, cooperatively planned by school and community, can help to bring life to instruction in the neighborhood's schools.

5. Developing theatre for their community is something which appeals to large numbers of people. It can be used as a "trigger" to enlist the energies of individuals and groups interested in community improvement. The entire idea of "theatre at your doorstep" when it becomes a reality enables people to point with pride to something they have done for themselves.

WHAT PRICE GLORY? What was the interest of Actors Equity in community theatre? What is more frustrating; who has a greater feeling of uselessness, than an actor or actress with pentup, surging emotions confined within him, with no audience before whom he can show "that talent which it is death to hide"? Margo Jones summed up the difficult employment situation as follows in her book Theatre in the Round (1951):

"Last season there were only 60 productions on Broadway while 25 years ago there were over 200. . . . In September, 1949, Actors Equity Association reported a total membership of 6408 while the median figure of employment for the year was 1115, about 19%. The median income from acting was \$465.00."

These 6400 actors, or at least the thousands in New York City who are under-employed, present a unique resource for the entichment of tichment of community life, one which can be used by educators to bring ment of community life, one which can be used by educators bring more of life into school classrooms and auditoriums.

Since Equity Community Theatre must abide by the rules of hool, Community Theatre must abide and planning and school, community Theatre must abide by the school and conferring and theatrical unions, much planning and conferring are conferring are necessary. No one person controls the entire operation; everything the choice of tion; everything is done by mutual consent, from the choice of plays, the dates plays, the dates of performance, and the price of tickets, to deciding the cost of

of programs, and the number of pianos.

Planning the cost of programs, and the number of pianos. Planning a theatrical season begins almost a year in advance

_HIGH POINTS [October, 1954] of opening. School principals, department chairmen, teachers, of opening. School parents associations, and community centres, suggestions as to each year's productions. General Organizations, reter members submit suggestions as to each year's productions, the submit suggestions as to each year's productions. Some attempt is made to link each season's offerings with the high school or junior high school curriculum. Once choices are made, rights have to be secured, directors chosen, casting begun, and rehearsals scheduled. This is Equity's major concern. Publicity, ticket sale, stage preparation, and managing the house during performances are the Bureau of Community Education's business. Publicity alone is a tremendous undertaking. "Kickoff" meetings are arranged early in the season. Representatives of leading or. ganizations in the community are invited to meet and hear some famous stage personality talk about theatre generally and the significance of Equity Community Theatre in particular. Louis Calhern, Ralph Bellamy, Aline McMahon, Florida Freibus, and Margaret Webster are among those who have given of their time to help arouse enthusiasm for theatre in the community. Brooks Atkinson and Lewis Funke of the New York Times and Vernon Rice and Bert Gumpert of the New York Post have also shown great interest. Feature articles, paid advertising, radio and television announcements, and thousands of flyers in the neighborhood help to keep people informed. A direct mail campaign using the community centers' membership lists and ticket subscription lists is undertaken. Essay contests for school students are sponsored, and a small reduction in price is offered to students and for block purchases by neighborhood organizations.

Growth of the project was slow. In 1949-50 the first series of plays was given at a top price of 90¢.

My Heart's in the Highlands -by Wm. Saroyan

St. Joan

-by Geo. B. Shaw

The Great Big Doorstep

-by Frances Goodrich and Albert Hacket

Lucky Sam McCarver -by Sidney Howard A "TONY" COMES TO SCHOOL The above played to substantial audiences and gave perform-The above prayed and gave performances which were lauded by the critics. Lewis Funke of the New ances which were said:

York Times said: When toward the end of next month, the historians of the local theatre scene begin looking for the highof the current season, they should be allowing a ugnis of space to Equity's Community Theatre Project. The project provided in its four plays paid employment for actors and artisans, and it stirred community interest in the theatre. Even more, perhaps, it gave youngsters of the neighborhood a chance to see live actors at prices they ordinarily would pay to see a movie."

Louis Simon, Executive Secretary of Actors Equity, Inc., said: The E.C.T. holds more promise for the future than any other single effort that is being made in the theatre today."

ALL'S WELL THAT ENDS WELL. Mistakes were made, the machinery of cooperation was creaky, and the season wound up "in the red." The educators soon learned that one place where hope springs eternal is in the actor's breast. In the theatre no one remembers last year's losses. Plans were immediately begun for next year. Expenses were trimmed, small-cast plays were sought out, and a good musical was included as a concession to the need for revenue. The second season's offerings were:

Missouri Legend -by E. G. Ginty

Major Barbara

-by G. B. Shaw

Babes in Arms

—by Rodgers and Hart

You Can't Take It With You -by Kaufman and Hart

Hard work combined with the lessons of the previous year and the resolute down the licked" the resolute determination of a small band of "we won't be licked" visionaries visionaries at Equity Library Theatre and the Clinton-Walton

_HIGH POINTS [October, 1954] Youth and Adult Center brought a net surplus of 21¢ at the Youth and Adult Contest and South and Adult Contest and of the year. These few pennies were regarded even the even more highly than that famous moral victory which is the consolation of the losers who have fought a good fight against insuperable

Not only were plans got under way for the next season at the Not only were plant good Adult Center, but the theatrical "wheel" which had been spoken of so often began to take shape. The directors of the project voted to take the long step from the Bronx and to do a second set of performances at the Bryant Youth and Adult Center in Queens. Again the cooperation of school people, community organizations, parents associations, business men and Center members was enlisted. An intensive publicity campaign was undertaken. The response was good in this second sector during the first year and even better in the season recently concluded. The eight shows produced in the last two years were:

Pygmalion Ah, Wilderness! Blithe Spirit Man and Superman Lady in the Dark Finian's Rainbow Pursuit of Happiness Mamba's Daughters

Small surpluses resulting from operations of the past two seasons have been used to pay off the early losses and to create a capital fund to be used for the development of community theatre in the schools. Now with a little capital, a little experience, and a lot of enthusiasm, the people behind Equity Community Theatre echo the cry, "This is only the beginning, folks."

HOPE FOR A HARVEST. To summarize, the thinking behind Equity Community Theatre is as follows:

- 1. Where good actors and well-equipped school stages are both idle in the community, it seems reasonable to bring them together in the service of the community.
- 2. The classics, as well as good modern plays, should not have to await expensive Broadway production before the younger generation can see them.
- 3. Neighborhoods need more wholesome opportunities for

A "TONY" COMES TO SCHOOL families and young people out on dates to have good times families in their own communities.

The anonymity of the Broadway audience can be replaced The anonymentality of neighbors attending a school-comby the congeniality of neighbors attending a school-comby munity function.

5. Good theatre for adults if successful can lead, as it has already in several places, to good theatre for children. Theatre in the schools can become a potent force for educational enrichment.

BEYOND THE HORIZON. And finally to quote Brooks Atkinson once more:

"You do not have to underestimate the high values of Broadway theatre to realize that it does not supply all the needs of the public. By and large the Broadway theatre is one of the best in the world. It has easy access to many of the best actors in the world as well as brilliant directors, scene designers, and technicians. But the technical excellence of the Broadway stage carries with it some penalties. It costs too much money. Buying tickets takes too much time and involves too much inconventence, not to say nervous tension. And at theatre time the Broadway district is choked with crowds and traffic, and most of the theatres are obsolete and uncomfortable.

"The financial and physical burdens of playgoing are so heavy that many people who would like to see a play hate to go to the theatre. . . Cheerful theatre going has virtually disappeared from New York, but it exists in many other parts of the country, where people do not have to hit themselves over the head to realize that they are having a good time....

"There is no reason why the Equity Community Theapart of all not include other communities and become a part of the city's living culture."

The Core of Common Learnings

EDWARD REICH **Newtown High School**

For centuries the hard core of common learnings for children For centuries the high school A hard consisted of reading, writing, and arithmetic. Democracy flourished and more children entered the high school. A hard core of common learnings awaited — English, history, mathematics, science ancient languages, modern languages, art, music. Traditionally these were the learnings of the "educated." The young people were fit for these learnings, or they were unfit.

Today, with the secondary school as much a "common" school as was the elementary school half a century ago, pupil resistance and demoralizing experience force us to look again at our program of "common learnings." Neither the old approach nor the old subject matter work effectively. Worse still, there is some question as to whether the aforementioned subjects are the desirable common learnings of even the very best of our pupils.

Profound men have set the patterns of common learnings many times in the past. Adapted to the needs of one age, these studies readily became the compulsively fixed learnings of the next and the next. The steady march led up the blind alley to the dead end. The old deacon's buggy might have been made even stronger in every part, but it can't get you to Paris and, anyway, a plane gets you there faster. We have modified, improved, changed, and elaborated our subject matter courses. We have multiplied our objectives and infinitum. We not only insist on a modest accumulation of fact; we also have character, consumer, democratic, moral, spiritual, health, citizenship objectives. We have burrowed deeply into all corners of our subjects. Maybe we ought to look up at the sky!

MISCONCEPTIONS ABOUT SUBJECT MATTER. Subjectmatter courses preceded the common school concept of the secondary column school concept of the secondary column of ondary school by about 1000 years. Trivium and quadrivium of ganization of the pupil's curriculum was designed for the few, for the professional pupil who loved the book and planned to spend his life works. spend his life with it. It helped him grasp God and His works. It helped him grasp God and His works. It helped him understand man. When gentlemen had leisure, they studied the books 1 studied the books because there were deep satisfactions in knowproacu, in severaling,—why, the premise is wrong! Again, a course that prepares a secondary school student to Again, a coarse work in college can hardly be classified as "common learnings" because, if anything, it is already a specialized activity in terms of the modern high school, from which

fewer than 20% enter the college.

Indeed, we still cling to a peculiar fetish — that a man who has taken the accepted courses possesses the accourrements of "culture." He is an "educated" man because he has the sacred bundle of facts somewhere under his outer clothing. We ought to know better. The possession of quantities of subject matter means only the possession of quantities of subject matter. It does not necessarily mean insight, judgment, capacity for contribution or anything else.

The misconceptions about the significance of subject-matter courses as common learnings make for the underestimating of those qualities which have given us a number of outstanding leaders and a very, very large number of most desirable citizens. The initiative of many uneducated business men, the courage and leadership of some of the early labor leaders, the nobility of character of some of our illiterate immigrants, the judgment of untrained housewives in the management of meager incomes—qualities for which marks of 90 to 65 seem a little absurd — were not produced by subject. by subject-matter courses, and apparently many folks do not suffer from the last of the suffer from the suffer fro from the lack of them.

We do know, however, that a good education ought to give all men insights into better living with themselves, with each other, with their and insights into better living with themselves, with each other, with their problems. It should provide them with techniques for solving and solving and evaluating. It should not be largely verbal and attuned to book largely lived out. So long to book larnin'. It's got to be real, tangible, and lived out. So long as it's subject in the book it as it's subject matter it might just as well stay in the book it came from came from.

We have gone astray as teachers very often by insisting that hat we know a stray as teachers very often by insisting that what we know and what we were taught are the "common learnings." They are not, pretty generally. In our specialized world they

e our special knowledge.

It's equally absurd to laugh off what we know as "specialized". It's equally about to the bulk of mankind knowledge" as of no further interest to the bulk of mankind. People will always love history and science and foreign languages as dilettantes — for their leisure time — and when such an interest is aroused it should be appropriately developed. It becomes, then, a part of the un-common learnings, for the interested few. The relationship of the lexicographer and the common man to the dictionary are different. The relationship of the vocational-producer to the science or mathematics course must be different from that of the dilettante.

A Times editorial writer commented on his daughter's arithmetic problem — to calculate the amount of cement needed to pave a circular drive around a swimming pool — as follows: Apparently the only function of this arithmetic is for father to be able to teach it to child . . . ad infinitum. But this is vocationalproducer arithmetic! Why did the little girl get such an example? A "common learning"?

We persist in making vocational-producer work "common learnings" because we work from subject down to pupil, instead of

working from the dear little animal up.

Curiously enough, business, industry, and the colleges have become concerned because we have allowed our vocational-producer courses to deteriorate to the common and still commoner learnings! True vocational-producer courses need to be brought to ever higher levels. They need really rigid and high standards. They need a better system of certification. Yet all that has nothing to do with the "common learnings" except to be wisely distinguished from them.

Toward a Core of Common Learnings

When we went to school in the early part of this century, there were two kinds of examples we had in about the sixth year finding the lowest common denominator and finding the highest common denominator. In a way, the secondary school has to work in that direction in that direction for its fundamental educational program. We have not to an its fundamental educational program. have got to re-evaluate our materials and approaches towards the education of all youth, if all youth is substantially the goal.

THE CORE OF COMMON LEARNINGS_ What is the highest common denominator for us to aim at? What is the lowest common denominator?

What is the all do together that we should all do together what do we all do together are a few beginners.

much better? Here are a few beginners: Much remains to be achieved in terms of living together. It Much remained from school to world. It takes in working together, exerramines from rights and privileges together. It takes in a practical

program of relating liberty to authority wisely.

Much remains to be achieved in developing the "virtues." By deed and act we have to travel far in tolerance, appreciation. deed and understanding. We have to understand many common people and many common ideas better. We have to understand our day-today world, develop techniques for better and wiser judgments. Since Socrates we have talked of the ideal: "Know Thyself."

Few young people have the opportunity to gain insights into themselves and what pushes them. They crave that knowledge. Even as they crave it we flee from it into the Silas Marners and Penelopes.

These live young souls have no personal problems? No problems of boys-girls, or time, or money, or future, or home? No anxieties?

FRAGMENTIZING OF MODERN LIFE. Let's digress for a moment. What makes us so much more keenly aware of "common learnings" these days? Of course, the great influx of the common man into the secondary school — that's one answer. We have to look for another common denominator. There's something else: Man and life have become incredibly fragmentized.

Let's look at the wrenching and twisting and distorting that our age has wrought on man. For a few ages this ancient creature grew up in lated him with grew up in surroundings that fed him and stimulated him with their various. their variety. In the short span of a century this creature, who made with 1. made with his own hands and brain his whole life, found him-self a his. self a bifurcated, schizophrenic creature. Half of him produced far more things he would far more things than he could ever use, and some things he would never use. The never use. The other half of him went out to buy things he never produced but the half of him went out to buy things he never the half of him went out to buy things he never produced but the half of him went out to buy things he never the half of him went out to buy things he half out the him went out to buy things h produced but must have. The two parts had to relate somehow, but more often in the somehow of the something creative, but more often they didn't. They still don't. Something satisfies was gone.

something satisfying, despite all the dangers, was gone.

The fragmentation continued with specialization. He began to make things not even recognizable to himself as significant. He was making fractions of something, day in, day out. The wife was drawn into the process of fragmentation. She worked.

The fragmentation continued further as all the leisure-time activities became commercialized, shallow and drawn from the home. Fragmented man now is very generally a passive spectator of a ball game, a movie, a television show. He creates nothing himself. There are few unifying forces left. With most people it has become not divide and conquer — but be divided and conquered. Complexity breeds confusion and more fragmentation breeds more complexity and confusion. That the actual situation isn't much worse is a tribute to the wonderful materials in our young people that are yet available for us to work with. We can work with them towards a unified philosophy of social living and personal living if we heed the times and the pupils.

Visualizing a High School Program

No one can approach the reconstruction of the high school for the second half of this century with anything but a humility that borders on resignation. It's almost arrogant to make a suggestion, but we'll be arrogant — a modest arrogance, as Bottom would have it.

THE LARGER FRAMEWORK. Every pupil would function in three groups of studies:

- 1. The Producer Specialization (or Group)
- 2. The Social Living Core
- 3. The Personal Living Core.

The Producer Group we know about. It would equip the pupil for college, for a vocation.

The Social Living Core is not a dream. It is on the way in most of the latest thinking in the social studies. The concept of citizenship training, if it doesn't become hedged in with courses of study, textbooks and the social studies. The concept of study, textbooks, and dogmatic, inflexible teachers, points to a real core of common learning to a real core of common learnings. What are the social problems in today's newspaper? How the newspaper? How do we go about handling them as a group?

Social living is actively a group and a group? Social living is not taken up in term 1 or 3 or 6. It is a conTHE CORE OF COMMON LEARNINGS_ THE CONCE living with the problems that confront us, the spant, continuous living will handle in class as a concentration which we will handle in class as a concentration. spant, continuous which we will handle in class as a group exactly real problems which them in life after we're through problems with them in life after we're through with school.

as we shall handle them educational television will the school. Here is an area where educational television will be woefully Here is an area must sit in at the meetings of the Here is an area must sit in at the meetings of the City Counneeded. Our pupils must sit in at the meetings of the City Counneeded. The cap't send 100.000 down to the meetings. d. (We can't send 100,000 down to the meetings.) Our stude of the Social Living Core must be prosented. dents in the Social Living Core must be present at the news dents in the flews of public officials, leaders of movements, sessions of conferences of public officials, leaders of movements, sessions of Congress via television if our common learnings are to bear educongress that (As an aside: The greatest error committed by American School Boards of Education has been the failure to nucleur to reserve stations and provide budgetary allowances for exactly such

activities.) In the Social Living Core we would aim to become acquainted with all aspects of our common lives in this country and abroad the economics, the industrial development, the daily lives of our fellow World-folks. We would become more acquainted with all the media of communication, propaganda, and public influence. It might take a "science" teacher to develop public health problems and a vocational teacher to develop an industrial theme. It's not the teacher. It's the problem that will be paramount.

The Personal Living Core, organized in similar fashion, will be concerned with personal problems and personal behavior. Among the personal problems may be those concerned with nutrition, dothing, home management, living in the family, achieving per-Sonal security, buying wisely, using our resources wisely. The Personal Living Core would differ considerably from the Social Living Core since personal philosophy and personal happiness, while never in conflict with society if wisely directed, allow for far greater far greater variations than one might expect in a philosophy of social living social living.

A large area in the Personal Living Core is undoubtedly the use of leisure time. It is within this area that the English teacher might function. might function most effectively, but so may the science teacher and the lane and the language teacher. More than ever is there a need for developing teacher. More than ever is there a need for developing teacher. developing constructive, useful leisure time activities. It is not true that busiless that's what true that pupils do the things that they do because that's what they want to do the things that they do because that's interestthey want to do. They don't know what else to do that's interesting. After a want to do. They don't know what else to do that's interesting. ing. After a vacation there will always be a few pupils who tell you they're classic there will always be a few pupils who tell you they're glad school is open because they were bored. It takes

considerable imagination to develop this aspect of the Personal considerable imagination to a fundamental requisite for mental Living Core, especially since a fundamental requisite for mental Living Core, especially sand health in our day is the assembling of the whole human being health in our day is the assembling of the whole human being into constructive, creative effort. There is more prevention in one good creative skill or craft that a person enjoys puttering at in leisure than in a ton of psychiatric information.

In this area something approximating an organized program with special teachers appears feasible.

The Core Approach

For upwards of five years, under the supervision of Superintendent Harrison Thomas, the most suitable approach to the core of common learnings has been sought by an intelligent and enthusiastic group of teachers. Underlying their philosophy was the thought: Who is best able to judge the needed "common learnings," the pupil or the teacher? The answer is not the pupil, and of course not the teacher. (That latter idea is heinous to some people!) The answer lies in pupil-teacher thinking and planning. The give and take in class stimulate and even enlighten an openminded teacher and give new insights on what the common learnings ought to be. There is guidance by the teacher and maybe a rejection thereof by the pupil. There are long and sometimes seemingly futile discussions. There are many, many words and very few ideas. Things take longer to crystallize. A supervisor walks into the room, and there seems to be no learning going on But how different is that from the carpentry shop? Are there finished cabinets standing around by the second or even fifth week, or are the boys forever sanding or planing some shapeless lump of wood?

It takes long to acquire the skill to work together, to iron out differences, to achieve a common goal. This is the setting of social living. You can have a classroom setting dictated by a teacher, too. It won't be the same thing.

The core approach excludes no technique already known to the skilled teacher. It uses all in an atmosphere conducive to participation. There are all in an atmosphere conducive to participation. cipation. There are committees, but the teacher isn't ruled off the scene.

The techniques for the core-oriented class are well-known, and should be reposition. we should be repetitive if we went into detail.

While the standards for producer courses are clear-cut and While the standards for the core of common learning the core of comm marks of a readards for the core of common learnings need not sirable, the standards for the core of common learnings need not be the same in nature or significance. Leadership, insight into be the same into tolerance, maturity of judgment, a willingness to coproblems, tolerance of industrious activity size. problems, total of industrious activity, signs of good school operate, a record of industrious activity, signs of good school operate, a success in a Social Living Core. How are citizenship approximate success in a Social Living Core. How are we to rate these? What happens in cases of failure? The answer we to late on the record and not in taking the term's lies not in a failure on the record and not in taking the term's work over again. It lies in eliminating some of the mechanical functions now given to teachers and handing them over to appropriately organized citizen groups — such as a building patrol group—and devoting the teachers' time to work with the "failing" pupils. They need guidance and clarification.

The Personal Living Core success might be measured by parallel procedures. Personal habits, individual decisions on clothing aesthetics, skillful use of leisure time, and the host of personal characteristics that make one pleasant to live with are the achievable goals. If we can get pupils to acquire subject matter for a mark, we can get them to acquire a pattern of conduct for a rating.

THE BETTER SCHOOL. We conclude because this is already a heavy load to bear. The picture shows the structure, the steel framework, and some of the foundation. There is much paper work; pages and pages of blueprints always have to follow the blueprint of front elevation, let's say. We who see a better school in the in the second half of the century see it clearly as a school that provides every child with clear-cut, high-standard producer courses, and a very different, but equally high-standard core of common learnings oriented to today's world.

CORRECTION

"Know thyself" is a good saying, but not in all situations. In many it is better to say "Know others."

-Menander, Thrasyleon (300 B.C.)

Films of Special Interest

(Exceptional motion pictures reviewed for teachers by the film (Exceptional months of the School and Theatre Committee, New York City Association of Teachers of English. For further details, consult your STC representative.)

UGETSU (Plaza Theatre)

All summer long we saw no movies, and returned to town with a prospect of varied and ingratiating fare—the J. Arthur Rank comedy High and Dry at the Sutton, United Artists' The Little Kidnappers at the Trans-Lux 60th, Vittorio de Sica with an elephant in Hello Elephant at the Fifth Avenue Cinema and with Lollobrigida in Bread, Love and Dreams at the Paris. But when we finally got around to a theatre, it was to see for the second time the movie that had haunted us since the July preview. Ugetsu is more than civilized entertainment for an adult filmgoer. It is a work of art, full of surprise and subtlety, and it puts heart into you if you've been bored with current uses of the screen.

We still go to the pictures to be mesmerized, refreshed, beguiled. Not for a long time, however, have we experienced that sense of watching something with a strange life of its own on the screen, something with the nonliteral evocative power of poetry,

that we felt during Ugetsu.

The story of this Daiei Film, which is based on the classic tales of Akinari Ueda, takes us to a 16th century Japanese village where life is swiftly and often brutally dramatic. The families of the potter Genjuro and the farmer Tobei are caught up in the wars of feudal lords. They have their own ambitions in the midst of war, and leave the village to pursue them. All this is a superb yarn, with characters brilliantly played by actors who seem to be the humble, all-too-human peasants they portray. (Kinuyo Tanaka as a devoted wife and Masayuki Mori as a potter have a subtle power which makes all their scenes fascinating. Like Machiko Kyo, who plays the Lady Wakasa, they are the most popular of Japanese screen actors. Two of them, Masayuki Mori and Machiko Kyo, appeared as the husband and wife in Rashomon, which had the same producer, director, and cameraman as Ugetsu.)

If there were no more to *Ugetsu* than these adventures of two milies in a selling families in a strange land and distant times, making and selling FILMS OF SPECIAL INTEREST_ their pottery, fleeing from and sometimes meeting bands of their pottery, and the countryside, living in the woods, a geisha goldiers city mansion—the film would have rare interest. soldiers ravaging the film would have rare interest. The pace house, a city manufaction vivid. But this 16th century world which is exciting, the direction vivid. But this 16th century world which is exciting, the screen from Akinari Ueda's tales was been translated to the screen from Akinari Ueda's tales was has been trained things. As the potter and the farmer and their ablend of many and their vives voyage across a lake shrouded in winter mists, the story, wives voyage film drift into breathless fantasy. Legend takes over, the boat, the film drift into another bind of the boat, the dissolves into another kind of mood entirely. With Genjuro you enter the world of a ghostly enchantress—it is an episode in the strain of "La Belle Dame Sans Merci"—and with Tobei you enter the world of the mock-heroic ballad. Until the end of the film you are led from dream to reality and back to something-not-quite dream or reality that is legend itself. The essence of Ugetsu is the poetry of the remembered past, with rangled skeins of flight, deception, disguise, magic, romance, and under all the recollection of the real wounds and losses and tenderness. It is like many literary epics; you can find parallels to the Odyssey if you think about it. Most of all it creates a wonderful time and place of its own, in which events have unfathomable but fascinating mystery.

Some of Ugetsu was filmed in the Kyoto studios of the Daiei Film group, and many scenes were shot on location around Lake Biwa. Every foot of film is a superb picture, and it is hard to single our moments; but the shots of Ohama steering the boat across the fog-shrouded lake on which the derelict boat appears, and of the Lady Wakasa casting her spell upon the bemused Genjuro, are surely among the most beautiful ever photographed. And they are

all in black and white.

If you are content with entertainment that leaves little or nothing to the ining to the imagination, there will be one around every week or so until the harmonic that reaves mething rare until the harvest-time of Oscars. If you welcome something rare and strange to the mind's and strange, lovely and compelling in its appeal to the mind's eye, you'd bear eye, you'd better not miss Ugetsu.

A Daiei Film presented by Edward Harrison at the Plaza Theapl. Produced by Religious Mizoguchi. Photographed by Masaichi Nagata. Directed by Kenji Mizograchi. Photographed by Kazuo Miyagawa.)

 R_{UTH} M. GOLDSTEIN

Abraham Lincoln High School

Education in the News

Together let us beat this ample field, Try what the open, what the covert yield.

We talk a great deal about problem-solving and work-study skills and, as Mark Twain remarked about another conversation piece, we don't do much about it. Work-study skills are much the same as ability to solve problems. First class education cannot exist without the learning and retention of such aids. Such skills are, in a way, abstractions that are brought to bear on given situations requiring their application. Continuous, economical educational growth from early elementary grades to and through college is dependent on a pupil's ability to use such acquired tools.

Almost any school activity or homework assignment involves work-study skills and problem-solving techniques if given objectives are to be reached and resolved. Those who are efficient in using such aids progress quickly and forthrightly. Pupils inept or untutored in such habits of performance wander aimlessly, wasting a great deal of time in trial-and-error procedures, with poor results or none at all. Some of the adolescents' difficulty in study hall situations springs from a lack of know-how in the matter of doing assigned or independent work. Pupils are frequently appalled at the simple task of writing a theme, doing a piece of elementary research, or making a contribution to a class committee.

Much writing has been published about the problem of workstudy skills. Very little experimentation, however, in the direction of working out methods of teaching pupils how to work and study, has been undertaken. What little is known points to the middle grades of elementary school as the tapering-off point beyond which little further skill is acquired in the area of organized, sensible work and study procedures.

For the young people in the early grades it is a now-or-never affair; later on boys and girls in the secondary schools and colleges have to rely on either superior intelligence or those techniques which they acquired in the fourth grade.

Much of the restlessness of adolescent youth of average or below average intelligence may be ascribed to their constant state of fuzziness in the matter of attacking and solving problems. This ambivalent period is sufficiently burdened with normal desires to ride forth in all directions, without being further harassed by lack of concreteness and method.

one compiler of interesting data on this subject is Mr. Wallace J. Howell of the Southside High School in Elmira, New York. His article, "Work-Study Skills of Adolescents in Grades VII-XIV," from the May, 1953, issue of the School Review, contains much good information, a portion of which has been excerpted and printed below.

- "... Louttit [clinical psychologist] states that inefficient habits of work, especially at the junior and senior high school or college levels, are frequently a significant reason for failure..."
- "... Traxler [guidance specialist] summarizing the literature in this area, ... found too much verbalization and not enough experimentation. Nevertheless, the studies surveyed by Traxler showed evidence ... that, left to their own devices, pupils do not improve significantly in study habits after the early grades in the elementary schools. ..."
- Pupil Test of Basic Skills showed that little gain was made in the area of work-study skills by 117 pupils in Grades VII and VIII, even after fifteen work units in this area had been presented to them.

"Cuff [writer for Journal of Education Psychology], working with 1,250 pupils in Grades IV-XII in Kentucky and using a question list of the 75 most commonly advocated items, found that methods of study apparently crystallize in the elementary-school grades and do not, as a rule, improve appreciably thereafter..."

"...DiMichael [writer for School Review], working with 192 matched subjects in Grade IX of a parochial high school, used as a measuring instrument a 'knowl. edge of study-skills' test of 224 items. Twenty-seven sessions, 45 minutes in duration, were used with the experimental group to teach them study techniques, while the control group received no instruction. Di-Michael concluded from this experiment that ninth-grade pupils do not seem to possess satisfactory knowledge of effective study habits; that students of average mental ability made no significant gains in knowledge of effective study techniques when taught in regular subjectmatter classes; and that students of superior mental ability know more about effective study techniques than do students of average ability..."

"... Also of interest are the findings of a few studies on the college level, at the upper end of the adolescent years. Schlesser and Young [writers for School Review], working with 498 freshmen at Colgate University in the area of work-study habits and using a 'studiousness' index and the achievement of the upper and lower quarters of the group, concluded that the study habits of these students were on the fourth-grade elementary school level..."

"... The results of the ... studies ... seem to point to certain definite conclusions. First, young elementary-school children seem to profit by instruction in work-study skills more than do adolescents. Second, knowledge of work-study skills does not increase appreciably during the adolescent years from junior high school to junior college. Third, it is obvious from these studies that more well-controlled research is needed to determine methods that will be applicable in overcoming the deficiencies now existing in work-study habits and skills.

"If work-study habits develop normally in the intermediate grades, why do they not continue to develop in the junior-senior high school grades? Is proper emphasis placed upon them by school personnel? . . ."

Chalk Dust

Contributions for this page of teaching techniques should be submitted love the Rosenblum, Willoughby Junior High School, Brooklyn 37.

A CORE UNIT USING COMMUNITY RESOURCES

Our core class, which combines the learning of social studies and English, recently finished a study of the question, "What does our community offer to us?" Though the school is located in a low socio-economic area—average IQ, 82—there are many points of interest upon which to build a unit.

The class listed the following topics as points of departure for study: education; housing; industry; protection; recreation; transportation. Members of the class chose a committee which interested them. (The 6-6 idea). Those who had no particular interest were advised to join a committee so that the work could be divided fairly.

One sunny day, the group took a leisurely walk around the community. Items of interest were pointed out by the pupils to the teacher. Notes were taken by individuals when their committee was mentioned. The group returned in time for lunch. The assignment that evening was to write a report of the trip.

These reports were read to the group for correction and criticism. The committees then met and subdivided their topics. For example, the Protection Committee agreed to study the fire, police, and sanitation departments. Use of the school and public libraries was made for elementary factual backgrounds. Some pupils visited local sites and interviewed persons on the job. One little girl received a signed note from a fireman to the effect that he had been interviewed. Another interviewed his uncle who drove a bus.

The unit covered a period of six weeks. The committees put their reports into booklet form. Many covers showed the training which the students had received from their art teacher. Most reports were given orally in groups. One class, with normal IQ's, published a one page mimeographed report on "Our Community."

No matter what the physical condition of a neighborhood or the mental potentialities of a student body, some learning skills can be achieved through a study of the local community resources.

JACK ZUCKERMAN

Mark Hopkins J.H.S.

High Points

OUT OF MY SENSES

I love the odors of sweet flowers

That linger round a garden walk,
But I devote my daily hours

To smelling chalk.

I love to lie on summer grass,
And gaze at blue and far off places.
I walk the aisles and scowl in class
At gloomy faces.

I dream of lovely dinner service,
And viands that no gourmets question.
My lunch is light because of nervous
Indigestion.

Symphonic music is endearing
And casts for me enchanted spells.
The major portion of my hearing
Consists of bells.

My fingers yearn and ache to touch
Stardust and poetry. Instead,
They most prosaically clutch
A pencil (red).

But since to pine for what is not Seems quite a normal human feature, I'll always get just what I've got. I'm just a teacher.

JACOB C. SOLOVAY

Fort Hamilton High School

THE LAW CASE APPROACH IN A SOCIAL STUDIES HONORS CLASS
THE LAW CASE APPROACH IN A SOCIAL STUDIES HONORS CLASS
THE LAW CASE APPROACH IN A SOCIAL STUDIES HONORS CLASS
The following projects—one a "Labor Project," the other an The following project"—are typical of several which were used "Internal Security Project"—are typical of several which were used advanced class in social studies. The class is composed of in an advanced class in instructor. The group is programmed for term American history instructor. The group is programmed for two consecutive periods a day, five times a week. The course of two consecutive periods and the course of two consecutive pe

usually achieved in so-called "normal" classes.

Fortunately, the chairman of the social studies department has been interested in the problem of the superior student and has championed the creation and maintenance of this type of class. Even more gratifying than this moral support has been his willingness to grant the instructor wide latitude in modifying, rearranging, pruning, adding to the material studied, and correlating it with other departments.

CALL FOR CRITICAL THINKING. In view of the ability of the students to absorb textbook material rapidly, and in view of their budding forensic ability, the following lessons were designed to challenge their talents. It was hoped that the resulting discussions would enable them to develop further their powers of reasoned judgment, of sustained original thinking, of synthesis, and of lucid explanation. The very nature of the discussion and of the material used would serve not only to enrich their experiences but also to intensify their awareness of the problems of a democratic nation today.

Both lessons were used as summaries and applications for the Particular unit. The problems confronting the laboring class in our Society and those confronting our nation in its attempt to maintain internal security and democracy had been discussed thoroughly in class. The history of governmental or other action relevant to the respective fields had been analyzed. The final lessons were based upon the "case system" approach. It was felt that

this technique would present a more definite challenge and would enable the students to offer their own suggestions as to possible solutions of the problems presented. This form of open discussion also gave the students an opportunity to point out to each other also gave the students and or the the wide ramifications that could result from some of the suggestances. the wide railineations they had arrived at. The fine points of interpretation that could and did present themselves also served to make the class more sympathetic to the difficulties that confront leaders in government and more critical of the oversimplified answer.

PROCEDURE. At the end of each unit, mimeographed copies of the following law classes were distributed to the class. The students were given one evening in which to prepare for the lesson. Each row was responsible for a written brief pertaining to a single case, but everyone in the class was to be familiar with all the cases and to outline briefly his decision for each case. The classroom procedure began with an oral reading of a case. This was followed by having a student, from the row that had been entrusted with that particular case, state his opinion. Others in that row were encouraged to challenge his opinion, until ultimately every member of the class was drawn into the discussion. The instructor acted as chairman and timekeeper. After the lapse of an arbitrarily predetermined length of time, the discussion was halted, and the actual decision of the court was revealed by the teacher. There usually ensued another brief period of discussion, generally by those who were dissatisfied with the court decision. At times the class was stunned by the wide gap between their reasoning and that of the court.

After all the cases had been discussed, two techniques were used as summaries for these lessons. In one instance a completely new case was presented to the class, one in which the final decision would incorporate many of the facts learned in the day's discussion. In the other instance the class was asked to answer two questions designed to emphasize the basic problem. Though each lesson lasted two full periods, the summaries had to be presented the following day, so extensive was the discussion of each individual case. The class was also asked to wrestle with the problem of determining which reason or argument had the greatest weight in influencing the decision of the court.

THE LAW CASE IN SOCIAL STUDIES_ As is often the case with any anthology, there will no doubt be As is offer will criticize the choice of cases. They were selected many who wiew toward allowing for further elaboration of several with a shed been hastily or inadequately discussed in with a view or heavily or inadequately discussed in the regular dass lesson; or because they could more concretely aid in the clarification of vital issues and attitudes.

Labor Project

The following are excerpts from cases which actually reached the U. S. Supreme Court within the last twenty years. Having completed the class supreme "Labor Problems in the United States," you should now be able to do the following:

- (1) read the briefs and pertinent facts submitted by both sides
- (2) judge the case yourself by applying the facts, laws, and decisions you have previously learned
- (3) write your opinion, as though you were a member of the Court, citing specific precedents, laws, or opinions to substantiate your opinion.

Case I

- (a) In 1946 the citizens of Arizona adopted an amendment to the State constitution as follows: "No person shall be denied the opportunity to obtain or retain employment because of non-membership in a labor organization, nor shall the State or any subdivision thereof, or any corporation, individual or association of any kind enter into any agreement, written or oral, which excludes any person from employment or continuation of employment because of non-membership in a labor organization."
- (b) The State legislature passed laws stating that contracts contrary to the terms of the amendment were declared void, injunctions from such secured against such contracts, and persons suffering from such out-lawed contracts were entitled to damages.
- (c) At time of amendment the American Sash and Door Co. and the A D the A. F. of L. Carpenters' Union, Local 2093, had a closed-shop control L. Carpenters' Union, L. Carpen shop contract. After the laws became effective Mr. X defaulted in dues and discharge; in dues and lost union membership. Union requested discharge; employer refused.
- (d) Union claims:

(1) the right to form a union is the right to assemble as of Amendment I. 59

HIGH POINTS [October, 1954]

- (2) the right to sign contracts for own protection is part of the 14th Amendment in regard to clause stating no violation of
- (3) union shop does not deny the right to work
- (4) union shop is vital for security of union.

(e) Company claims:

- (1) law of State only prevents restriction of employment to only union members and is therefore not against the First
- (2) laws of State do not violate previous contracts and are therefore not against Article I., Section 10 of Constitution (no impairing contract rights).
- (3) laws of State actually protect and not violate the equal protection clause of the Constitution,

Case II

- (a) In April, 1946, United Mine Workers claim negotiations with mine owners are useless. No work is done. Lack of coal causes a May, 1946, declaration of emergency. President Truman seizes the mines under the Smith-Connally Act, due to expire the following month. Government made an agreement with union to cover period of government possession. Lewis tries to negotiate further and upon failure to reach agreement terminates the former agreement with the government. Government obtains an injunction from Federal Judge T. A. Goldsborough; miners strike nevertheless. Lewis and union are charged with contempt of court by same judge and are fined.
- (b) Union claims:
 - (1) fines were excessive (Amendment VIII).
 - (2) violation of Norris-La Guardia Act.
- (c) Government claims:
 - (1) emergency existed.
 - (2) Norris-La Guardia Act does not apply to government, which is supreme.

Case III

- (a) Out-of-town manufacturers of electrical equipment see their sales of products in N.Y.C. declining as N.Y.C. contractors (buyers) gave their orders to N.Y.C. manufacturers to be delivered "knocked-down"; i.e., for union men to assemble on the job.
- (b) Allen Bradley Co. claims:
 - (1) union was combining with employers and manufacturers of goods to restrain interstate commerce.

THE LAW CASE IN SOCIAL STUDIES_ (2) union was monopolizing the marketing of goods by making union was monthly with local companies in regard to the use closed-shop deals with local companies in regard to the use

of local help and material.

union enforced policies via strikes and violence. (4) union was unlawfully boycotting by refusal to handle out-of-town goods.

out-of-town goods.

- (c) Local Union #3 claims: (1) union is trying to improve worker conditions and this is not subject to anti-trust laws.
 - Allen Co. would not enter into agreement with union and therefore a labor dispute exists.
 - (3) Norris-La Guardia Act prohibited the federal courts from injunctions in a labor dispute.
 - (4) dispute in question is a local one and not a federal issue.
 - (5) union is simply trying to get and hold jobs for members at union standards.

Case IV

- (a) Union Brotherhood of Locomotive Enginemen has as qualification for membership the phrase"White Born." Negro railroad workers were able to obtain only firemen jobs. During World War I firemen's wages were raised, thus attracting white workers. Depression caused the firing of white workers and retention of Negro workers who had seniority. White workers unable to keep firemen's jobs could not accumulate working time to qualify as engineers, and Negro workers who were kept on the firemen's jobs were barred from the Engineer Union. Negroes wanted separate bargaining rights but the Mediation Board claimed that racial differences were no excuse for a separate bargaining unit. In 1941 a railroad company made an agreement with the Union Brotherhood of Locomotive Enginemen to hire only promotable (i.e., white) firemen (who could thus become engineers). In April, 1941, B. W. Steele, a Negro fireman since 1910, was fired; he sued.
- (b) Mr. Steele claims:
 - (1) rules should not be made to discriminate.
 - (2) the Union Brotherhood had not told Negro firemen of this

(3) Steele's property rights were violated by this change in rules and

(4) this violates due process of law since Negroes had no chance to chance to select the heads of the union to be bargaining agents for them.

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(5) he is entitled to the equal protection of the laws.

(6) labor represents the whole group and not just the majority.

(c) Brotherhood claims:

(1) the union has the right to negotiate and Steele has to accept the whole contract, not just one clause (i.e., the seniority clause).

(2) non-promotion of Negroes to engineers is a universal and accepted custom and part of the contract between union

and railroad.

(3) no conspiracy existed.

(4) court has no jurisdiction; this case is up to railroad board.

Case V

- (a) Brown Company workers went on strike; the company closed down and then reopened and invited any who wished to, to return to work. While on a picket line Byron Thornhill tried to persuade a worker of the Brown Wood Preserving Co., Alabama, not to return to work during the strike. Thornhill was arrested for violating law #3448.
- (b) Alabama Code #3448 states: "... all persons who without just cause or legal excuse go near or loiter about the premises or place of business of any other person . . . with intent of influencing or inducing other persons not to trade with . . . or who picket the works of place of business of such other persons, firms, corporations, or associations of persons for the purpose of hindering, delaying, or interfering with or injuring any lawful business . . . shall be guilty of a misdemeanor . . .

(c) Thornhill claims:

- (1) this law is a violation of the right to assemble peaceably and interferes with the right of free speech.
- (2) the law is unconstitutional.

(d) State of Alabama claims:

(1) the law is constitutional; free speech is not absolute but subject to police power.

(2) pickets were stationed so as to injure the company and not to advance their own interests.

Internal Security Project

The following cases have come to the United States Supreme Court ithin the last five very No. within the last five years. You are required to read the cases (provisions of laws and arguments of but are required to read the cases (provisions) of laws and arguments of both sides). Write a brief stating your decision as to what the decision should be and giving the reasons for your decision (based upon facts laws and living the reasons for your decision) (based upon facts, laws, and decisions already studied).

THE LAW CASE IN SOCIAL STUDIES_

- (a) In 1917 N. Y. State enacted Section 3021 of the Education Law providing for the removal of any public-school employee who engaged in "treasonable or seditious" acts or utterances. In 1939, Section 12-a of the N. Y. Civil Service Law was passed in order to disqualify from the civil service and educational systems anyone who advocated or who was a member of any organization which advocated the overthrow of the Federal or state government by force, violence, or any unlawful means. Provision was made for a hearing in open court, the taking of testimony, and opportunity for cross-examination. The burden of sustaining the dismissal was placed upon the person making the removal. (Never used.) The N. Y. City school system has been using as grounds for dismissal the refusal to answer questions about communism (an act of insubordination to the Board of Education). Section 903 of the N. Y. City Charter states that dismissal is possible if, under the protection of the 5th Amendment, questions put by legislative bodies of inquiry (U. S. Senate or House of Representatives), are not answered.
- (b) In 1949 the Feinberg Law was passed in the State of New York to prevent the dissemination of subversive propaganda among children. A state agency (the Board of Regents) is required to set up and enforce rules for removal of superintendents, teachers, or school employees who violate the above laws. After appropriate notice and hearing the Board of Regents is to issue a list of subversive organizations (those that advocate, advise, teach, or embrace the doctrine that the government of the U.S. or of any state shall be overthrown by force, violence, or unlawful means). Membership in any of these organizations is evidence of disqualification for a position in the public schools of the state. (In July, 1949, the Board of Regents stated that it would allow a period of ten days in which people could resign from organizations listed as subversive.)

Con:

(1) It is a bill of attainder.

(2) It is an ex-post-facto law.

(3) It denies due process on grounds that membership alone is a disqualification.

(4) It interferes with the right to assemble and the right of free

speech.

(5) The word subversive is vague and indefinite.

(6) The law makes it dangerous to think or say anything except what a transient majority happens to approve at the moment, and as a result people will be molded into a common intellectual

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pattern. Public officials can not be constitutionally vested with pattern. Public oniciais can have people can think about, to censor powers to select the ideas people can think about, to censor censor public views, or to choose the groups people can associate with

- (7) The law makes teachers "second-class" citizens and uses guilt The law makes tractions by association to stifle academic freedom and encourage dog.
- (8) The law violates the First and Fourteenth Amendments to U. S.
- (9) Though a teacher can at a hearing dispel the charge of dis. loyalty by saying he did not know that the organization was subversive, he would be hard put to prove that the organization
- (10) Schools will become spying systems and lead to a police state where there is no academic freedom. The orthodox, accepted, conventional view will be the new party line. Children will become robots.
- (11) Teachers should be judged by professional standards and be law-abiding, but should not be judged by private life, political philosophy, or social creed.

Pro:

- (1) State has the police power to protect schools from pollution.
- (2) Teachers are dealing with young minds and teachers who are communist are not loyal to the country because their allegiance has been given to an international conspiracy that has the destruction of American democracy as an aim. They cannot show scholarship for their mental processes are circumscribed by party line. They cannot respect the individual because they believe in the state above all. They cannot have high ethics, for they are willing to lie to gain their ends.
- (3) The integrity of the schools must be upheld.
- (4) One's conduct, associates, and friends are proof of fitness and loyalty.
- (5) The state has the right to set reasonable terms of employment.
- (6) The law does not abridge the right of expression or assembly, for one can practice that right and work elsewhere. Freedom of speech and assembly are not limited, just freedom of choice between these feer limited. tween those freedoms and working for the state.
- (7) If a person is a member of a subversive organization, then he must believe it at a must believe in it; and if he doesn't, then he can refute it at a hearing.
- (8) Subversive means supporting an organization that teaches of advocates the annual supporting an organization that teaches or advocates the overthrow of the government by force or violence.

THE LAW CASE IN SOCIAL STUDIES_

(a) Maryland and Los Angeles passed ordinances requiring all state Maryland and state and city employees to swear that they did not advocate the overand city of the government by unlawful means or belong to throw that so advocated or attempted. In 1951 the U. S. groups Court upheld the right of Maryland to require candidates for public office to take loyalty oaths and the right of Los Angeles to require an oath of non-membership in the Communist Party of its employees.

- In 1951 the U. S. Supreme Court heard the case of Dennis et al. v. U. S. (11 top Communists v. Smith Act of 1940) and upheld the Smith Act, which declared it to be illegal to teach or advocate the violent overthrow of the U.S. government. The Court maintained that though there was no actual violence there was a wilful and knowing conspiracy to organize the Communist Party of the U.S. and to teach and advocate the overthrow and destruction of the U.S. government by force and violence. The Court further stated that the Communist Party is a highly disciplined group that allows no dissension, and therefore as a sovereign government the U. S. has the right to protect itself by the Smith Act. It further stated that a conspiracy can be punished without waiting for the act to occur. Teaching revolution is different from advocating it. The law is no violation of the First or Fifth Amendments to the U. S. Constitution.
- (c) In 1951 Oklahoma passed a statute requiring an oath of loyalty and a promise to bear arms in defense of the U.S. if necessary and a pledge of not having been a member of any organization listed as subversive by the U. S. Attorney General for the past five years. Seven teachers in the State's public school system (not one connected with a subversive group) refused to take the oath. A taxpayer in the State then demanded that the State Board of Regents stop their salaries. A State court issued an injunction to stop their pay.

Teachers:

- (1) Injunction impairs their contracts which contained no oath requirement.
- (2) Law takes their property (jobs) without due process.
- (3) Law is a bill of attainder (legislative punishment without jury trial)
- (4) Some of the teachers objected to the clause about bearing arms (5) Membership in a subversive organization may have been inno-

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cent and the purposes of the group may not have been known, or may nave change.

(6) According to this law, knowledge of the purposes of the organi.

(7) The oath is retroactive.

(8) The law interferes with the right of association and with free

(9) The law indiscriminately classes innocent with knowing activity

Oklahoma:

(1) Legislatures must take measures for national security.

(2) A law was properly passed and therefore due process was

(3) Legislature can require citizens to defend the state by any means necessary. Federal Selective Service laws are passed.

(4) Test oaths are not arbitrary or notorious tools of tyranny, for the mind of the teacher is not shackled.

(5) Legislature has the right to demand that teachers and other civil servants be law-abiding and not join groups that plan to overthrow U. S. government.

(6) The Attorney General or other authorized public agency of the U. S. can set the standards as to what constitutes a Communist front or subversive group and no one has the right to conspire against the government.

Case III

- (a) In 1947 the U. S. Supreme Court said it is constitutional for a community to reimburse parents of parochial-school students for bus transportation to their schools where such reimbursement was made to parents of public-school children. In 1948 the U. S. Supreme Court invalidated the Illinois "released-time" program of religious instruction on the ground that use of the public-school classrooms to give the instruction and the use of the State's compulsory public-school attendance program and system to aid religious groups to spread their faith is a violation of the 1st and 14th Amendments.
- (b) N. Y. City permits its public schools to release students one hour a week during the school day so that they may leave the school grounds and go to religious centers for instruction of observance has also go to religious centers for instruction of observance has a large parent observance by a duly constituted religious body. Written parental consent is needed. Those not released stay in the classroom.

 The religious The religious organizations make weekly attendance reports to the school but a strend. the school but no teacher or principal can comment on attendance or non cute 1 ance or non-attendance.

THE LAW CASE IN SOCIAL STUDIES_____

(1) This violates separation of church and state. (2) The school becomes a crutch for the church.

(3) Public-school teachers police the program.

(4) All classroom action halts while this occurs.

Church and state are combined since the state manipulates its

laws to help religious sects get pupils—coercion.

This practice tends to be derogatory of unbelievers.

(7) One should worship because one wants to, not because of a law setting a certain time.

(8) If a nation ceases to be free for the irreligious, it will cease to

be free for different religions.

Pro:

- (1) Unlike the Illinois law the teaching is done outside the public school.
- (2) One is not forced to go.
- (3) The law is not against the First Amendment. There is freedom of choice.
- (4) The First Amendment does not mean that the state has to go against religion. The state is just cooperating with religion. If we did not, then the state would be helping those who do not believe as against those who do believe in religion.

Case IV

- (a) A 1952 Gwinn Amendment to the New Jersey Constitution requires tenants to sign an oath that they and members of their families are not members of any of 200 organizations listed by the U. S. Attorney General as subversive. This applies to housing receiving public funds. The local housing authority is to enforce the law.
- (b) Mr. Lawrence and Mr. Kutcher live in the Seth Boydan Terrace, disabled a federally aided housing project. Mr. Lawrence, a disabled World War II veteran and a teacher in New Jersey, and Mr. Kutcher refused to sign the oath although neither is a member of any listed organization. Mr. Lawrence signed a New Jersey Teacher Loyalty Oath but refuses to sign a Housing Authority Oath because "it infringes on my personal and civil liberty." Mr. Kutcher's son James, a legless World War II veteran, lives with his father. James is a member of the Socialist Workers Party which is on the government list. (James's dismissal as a Veterans Administration clerk under the federal loyalty Program was reversed October 1952, by the U. S. Circuit Court of Appeals on the grounds that his dismissal cannot be based

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solely on his Socialist Workers Party affiliation; i.e., the single fact of membership in an organization listed by the single fact of membership in an organization listed by the Attorney fact of membership in an agrounds for dismissal. He is still General as subversive is included. He is still suspended, pending determination of his individual loyalty by

(c) No decision in this case as of this date. Do you approve of the

Case V

(a) New York State passed a law seeking to eliminate Communist New York State Passian Orthodox churches chartered in the State. Under the law, the Rev. Benjamin Fedchenkoff, Archbishop of the church in North America by appointment of the Patriarch of Moscow, was removed from his pulpit at St. Nicholas

Con:

(1) The law involves control of religion.

(2) The law violates the 1st and 14th Amendments, guaranteeing freedom of religion in this country.

(3) State laws cannot invalidate action which the Constitution permits.

(4) State law was trying to take control of the N. Y. State church away from the central governing body.

(5) There is no specific charge of subversion or hostile action by any ecclesiastic. There is just a transfer by statute of control over churches.

(6) This law violates the principle of separation of church and state.

(7) The church is not just a piece of real estate.

Pro:

- (1) New York State does not have to yield to the authority of a foreign and unfriendly state masquerading as a spiritual institution.
- (2) The Russian government exercised control over the central church authorities, and so the State legislature is reasonably justified in enacting a law to free the American group from infiltration of such atheistic or subversive influences.

(3) The dangers of political use of church pulpits and thus a violation of a reliable to the control of the con tion of a religious trust must not be minimized.

(4) The legislature has the power to punish subversion.

(5) There is clear and present danger in the world—the Cold War.

FLORENCE RAAB

New Utrecht High School

SECRETARIAL SPANISH_ COORDINATING SECRETARIAL STUDIES WITH FOREIGN LANGUAGES

At the High School of Commerce we have for some time real-At the right of coordinating Spanish with bread-and-butter ited the necessity for coordinating and typewisis subjects like Spanish stenography and typewriting. In 1950 our subjects like opanish speaking school population was about 15%. In 1953 it Spanish-speaking and shows every indication of continuing to increase. Three years ago we felt the need to offer these Spanish-speaking students courses to which they could adapt themselves readily, especially in those cases where very little English was spoken. Most of them come from Puerto Rico where they are taught some English, but it is a foreign language to them, and their teachers also learn English as a foreign language. Therefore, the amount of English learned is quite small, and fundamentally is a reading knowledge rather than one of speaking the language.

SELECTING STUDENTS. Needless to say, not all of these students are suited to the study of Spanish stenography; so we have the problem of finding those who are capable enough. Moreover, not all of them want to study stenography. We are faced then with the situation of finding the students who want to study shorthand, but who do not know enough English to hold a job. This is a crucial point with us. These students could not do acceptable work in English shorthand because of their language difficulty, but are able to do so in Spanish, not because of any lack of ability to get the shorthand in English. You all know how vital the command of a language is to the proper transcription of shorthand notes.

In the past we have dictated letters in Spanish to students being considered for these classes. We have talked with them, judging their speech by grammatical standards, noting spelling in the letters, and reviewing their school records forwarded Puerto Rico. If their records show that they have done fairly good work steppography. Their Work, we give them a chance to take Spanish stenography. Their spanish do not come with I.Q. ratings. We have begun giving Spanish I.Q. tests, but our experience with them is too recent to draw any conclusions as to their validity.

LABOR MARKET. I have mentioned that we have the need to give these students subjects which they can learn; we also have _HIGH POINTS [October, 1954]

to select those capable enough who want them; but it then fol. lows that if there is no demand for these trained students, we are lows that it tilete is an a study made in 1944 by Mrs. We are all wasting our time. In a study made in 1944 by Mrs. Belmira All wasting our time. An art to be 700 firms in New York City dealing with Latin America. At the 700th firm she stopped count. ing. In New York City—one of the largest centers of commerce in the world—there definitely is a demand for Spanish-English stenographers and office workers!

CONTENT. The course we offer is classified as a commercial one. Four terms of Spanish stenography and four terms of typewriting make a three-year major group. The first year of typewriting is in a regular class, and it is interesting to note that the students' English improves with the daily typing of English. Of course, the longer pupils are in this country and the more the need arises for them to be able to express themselves in English, the greater their facility with the language. Typing helps.

In Spanish Stenography 3, the beginning of the second year, students begin having simple English dictation, one or two days a week, and they transcribe it. In Spanish Stenography 4 they go a step further and transcribe it into Spanish, translating as they read from the English notes. They are also given dictation in Spanish to translate into English—which they find much more difficult. A superintendent's test is given in Spanish Stenography

4 to take the place of the Regents examination.

Most of the errors which occur in straight Spanish transcription are spelling errors, yes, spelling errors in an almost phonetic language! The letters "c" and "s" and "z" are commonly confused because of Latin-American pronunciation. They use the "s" sound for all three. Less commonly the "ll" and "y" are confused as in "aller" for "ayer" and "halla" for "haya." A third common error is a singular for a plural and vice versa; this harks back to speech since the dropping of the final "s" is widespread in Puerto Rican Spanish, as "gracia" for "gracias." Also, accent marks are troublesome.

FUTURE FOR PUPILS. Graduating Spanish stenographers have found jobs or have been placed by us in such companies as Household E: Household Finance, which wants Spanish-speaking personnel for SECRETARIAL SPANISH_ secker work, typing, and shorthand; insurance companies, receptionist work, typing, and Prudential where the receptionist work, typing, and Prudential where they are useful such as Metropolitan Life and National City Roalsuch as Metropolitans such as National City Bank, which has in local offices; banks such as Spanish-speaking formits for in Puerto Rico and Spanish-speaking formits. branches in Puerto Rico and Spanish-speaking foreign countries; branches in Fuerto Digest, Time, Life—all published in Spanpublications—Readers' Digest, Time, Life—all published in Spanpublications published for Spanish-speaking countries; ish, and trade journals published for Spanish-speaking countries; steamship companies, such as the Grace Line; the Office of the steamsurp of Puerto Rico; many and varied export and import bouses, as well as those selling merchandise to Latin America, houses, as Remington Rand Typewriter Co., Butler American Paper Company, and at least 700 other firms.

You may be interested to know that of our students finishing the first year of Spanish shorthand, 40% intend to work in the United States, 20% want to work here and then in Puerto Rico, 20% prefer to work in Puerto Rico, and 20% do not know. At the end of the second year, 32% intend to remain here, 27% intend to work here for a while and then go back, 27% intend going back, and 14% do not know. A deduction may be made that it would seem that as they get older, more of our students wish to return-54% as against 40%. Being bi-lingual in Puerto Rico is a definite advantage economically and since living is somewhat cheaper there and living conditions better than those they have here—the prospect of returning to their place of birth is more inviting. Add to this the great love Puerto Ricans have for their island—I have yet to find one who does not beam when I say, "What a lovely island!"—and you can well understand this trend. The majority of parents, I think, come here for a temporary economic haven—to get work—and secondarily to secure an education for their children that will put them on a higher economic plane when they return home.

I AM HAPPY—. When asked whether they were happy they know Taquigrafía Gregg, pupils gave such responses as these:

Estoy contenta de saber la Taquigraría Gregg porque es un medio de ganarme la vida y porque me gusta." (I am happy to know Spanish Stenography because it is a means of making a living and because I like it.)

"Estoy contenta de saber la Taquigrafía Gregg porque podré ayudar mi novio en su oficina de accounting." (—because I will

Scanned with CamScanner

be able to help my sweetheart [a graduate of the University of Puerto Rico] in his accounting office.)

"Estoy contenta de saber la Taquigrafía Gregg porque es muy and because it is very pretty.)

I have found teaching these students a challenge and a pleasure, and I unreservedly recommend that you try teaching your subject in another language, if the need warrants it. Your reward will be a feeling of worth-while accomplishment.

GRETCHEN H. KOLLNER

High School of Commerce

GRAPHIC ARTS IN GENERAL EDUCATION

Dean M. Schweickhard, a pioneer in industrial arts education. twenty-five years ago wrote the following: "The general underlying philosophy of education for the human race, nevertheless, has been built constantly upon two factors. The first of these has been the determination of the fundamental elements constituting a general education. In other words, it has always been necessary for those formulating a program of education to determine what elements in the experience of past generations have been found to be most generally useful and essential. In the second place, there has always followed the question as to how these fundamental elements shall be learned to greatest advantage."*

This is the premise upon which industrial arts education has been planned, developed, and expounded. Industrial arts has come a long way since 1929. Since it has grown to maturity, it is considered an integral part of general education.

In Arthur S. Somers Junior High School the blueprint for this phase of a child's education begins with the staff of guidance counsellors. They go to neighboring 6B schools, talk with the teachers and administrators, check the students' permanent record cards, and program them according to their abilities. These students visit and long one dents visit us before the term opens. We hold open house one evening in June for their parents, and in September each new student received student receives an 8½ x 11" mimeographed booklet with a

* Industrial Arts Education by Dean M. Schweickhard; Manual Arts Press.

printed cover that explains the various departments of the school, printed cover that car societies, and all the information necessary the dubs, the honor societies, and all the information necessary the dubs, the nonul societies, and all the mitormation necessary the dubs, the student with the way he is to act with his new acquaint the student in what is to him a new school new teachers in what is to him a new school

paquaint the students in what is to him a new school. friends and new teachers a faculty body and an administrative

We are fortunate to have a faculty body and an administrative We are rolling to the safe and accomplishment by enriched and accomplishment by enriched diff that mas a month of the student interests and by the student interests and the student interests are student interests. by cultivating desirable student interests, and by the part we play by cultivatures of the Principle of Teacher Council affairs, we have established industrial arts as in leaunt medium in the everyday pattern of our school. There is no doubt that we make a realistic contribution to the life adjustment education of our boys and girls.

COURSE OF STUDY. In the graphic arts shop, which we thouse to call a laboratory, the student comes in eager to put his hands to work. He soon learns how printing is closely related to all the other subjects in the school curriculum. He begins to learn how papyrus, paper, and finally type began to bring culture to a civilized world that was slowly going back to barbarism. He learns how the printing press shaped the freedom of America, how industries thrive and businesses expand because of advertising. All the while he is setting type, spacing out lines, locking up for the press, and printing on a hand press or the power machine. He is doing extracurricular work, making a cuneiform tablet out of day, or tracing the development of letters of the alphabet and presenting them in the form of charts. He learns how the engraver's art began by making wood and linoleum engravings. He learns about Ts'ai Lun and paper, Gutenberg and type; he learns how composing sticks, printing presses, rollers, and inks were made by hand, how the art spread throughout Europe, England, and finally America where Benjamin Franklin is symbolic of the greatness in printing achievement. The student finds himself Cotrelating his work with other departments of the school—such as art, mathematics, science, language, and social studies—by the things he does as an individual, or in group projects. He brings home hand-made paper or a drypoint etching. Sometimes he combines both—a drypoint etching on hand-made paper—as a priceless keepsake to be framed and given to Mother or Dad as a gift. He learns how the copyists and scribes worked, and how bookHIGH POINTS [October, 1954]

binding preceded the invention of printing. He makes a case. bound book either of blank pages or of stories or poems from bound book ethics of sillustration planned in the art class. He three major printing observes the methods used in the three major printing processes. He observes the methods are believed to the daily person of the daily He sees nins and brings in reports. The daily newspaper, the magazine, and the book have an interest for him beyond that of magazine, and the printed page. He understands why printing is one of America's great industries. He tries his hand at silk screen and is delighted at the results he achieves. The fascination of all these areas comes to one great climax when he takes an active part in a great celebration, the observance of International Printing Education Week. He marches side by side with industry, and helps celebrate this great event. He invites his mother and dad to school to see what he has done in the shop. He invites his subject teachers and explains the equipment, the work, and the various areas of the shop. He is proud of his accomplishment.

Throughout the term the graphic arts shop, by his seeing, learning, and doing, has taught him how the culture of the world began. He has developed his mind, and used his hands. This training has helped promote an appreciation for his other school subjects, and a moral and scholastic growth has been established to keep pace with the physical progress of the boy. At times we have a class of girls. They follow practically the same program. When the course has been finished, many have asked to repeat the work for further training.

GUIDANCE. Along with the talks on consumer education, as a part of the shop guidance program, we discuss opportunities in industry, explain the various types of positions, and the qualifications for each job. For those interested in furthering their graphic arts education we recommend the New York School of Printing. Here a thorough training for vocational work and college preparation is offered to supplement the junior high school foundation.

The administrative staff of our school gives non-language students a choice of shops in the ninth year. A good percentage of students select the graphic arts shop.

At the beginning of a new term we receive a profile sheet of

GRAPHIC ARTS_ each class. On this profile sheet are listed the student I.Q., reading each class. Brade, arithmetic grade, and special comments. We also have grade, arithmetion on the students' capabilities, deficiencies, irst-hand information on the students' capabilities, deficiencies, first hand the come to us, rather than find out the students and character they come to us, rather than find out for ourselves the first day they come weeks. after two, three, or more weeks.

ESTABLISHED SUBJECT. In our school not only are the students, teachers, and administrators "sold" on graphic arts, but dents, teaching too has come to recognize it as an established subject in general education.

A good part of the success of our work is due to the excellent way in which the five shops of our industrial arts department cooperate. We have a luncheon meeting once a week and discuss our common problems. We usually invite the principal to break bread with us. At these meetings we strive to make our work meaningful and pleasant, and to assist whenever possible in those functions that will help make our school a better place to live in.

This is part of the philosophy of industrial arts in general education. The experience of past generations has given us an opportunity to conduct activities for the present as a preparation for the future.

JOHN M. FONTANA

J.H.S. 252, Brooklyn

ABSENCE COMPENSATION WOES

Not infrequently we hear complaints to the effect that our school system fails to provide proper compensation for absences caused by death or serious illness in the immediate family of a teacher. In fact, while I was a member of the Teachers Welfare Council in our school, the question arose as to whether or not employees in private industry were better treated with respect to Of problems. I agreed to investigate the situation.

Of course, we were interested in the overall picture in private industry, but it would have been an overwhelming undertaking to investigate the investigation one by one. Miter I had the practices of representative firms, one by one. Mer I had communicated with a number of agencies with access nation-wide data, it developed that my most comprehensive source of information was the Bureau of Labor Statistics of the Department of Labor, Washington, D.C. The Bureau was kind enough to send me a summary of leave-with-pay provisions contained in the hundreds of collective bargaining agreements on file with the Industrial Relations Bureau of the Department of Labor. We are concerned here with those sections of the summary that deal with compensation for absence caused by death or serious illness in the immediate family of the employee.

It is significant to note that the definition of "immediate family" is very broad. In all contracts on file it includes wife, husband, children, parents, brothers or sisters. Sometimes it includes stepmother, stepfather, stepbrother, stepsister, stepchild, father-in-law, mother-in-law, or any other relative actually living in the house.

hold of the employee concerned.

The provisions for leave with pay in connection with deaths in the family appear to be as follows:

1. The employee is usually permitted three or four days off when a member of the immediate family dies; one day off with pay when it is some other relative.

2. Some arrangements permit a whole week off with pay, provided two thirds of the hours are made up.

3. In some contracts absence due to death in the family is counted as part of sick leave, sometimes with only half pay given.

The provisions for leave with pay in connection with serious illness in the immediate family of the employee seem to be:

1. Generally leave with pay for one day is permitted when serious illness requires hospitalization of a member of the immediate family.

2. Some arrangements permit up to a week off for serious illness in the family, provided two thirds of the hours are made up.

3. Frequently, leave with pay is permitted when the employee is quarantined because of a contagious disease in his household.

Here and there we find contract arrangements that call for one day off with pay when a very pressing situation presents itself, such as a wedding in the immediate family.

weekend is injected at first glance that in certain situations within It would seem at first glance that in certain situations within the province of our investigation many private concerns are a little more liberal than our school system with respect to the paid leaves under discussion here. This would seem to be true particularly in cases of serious illness in the immediate family; but a number of these arrangements are tied to questionable and, for teachers especially, impractical make-up features. In addition we must note that many of the favorable features are not common even among those firms having contracts on file with the Industrial Relations Bureau; to say nothing of the overwhelming number of firms of whose practices we are unaware.

It seems to me that if we are to correct any of the inequities that may exist in the leave-with-pay arrangements where death or serious illness in the family of the teacher is involved, the arrangements in private industry should not serve as our guide.

NATHAN YOUNG

Evander Childs High School

LITERARY MAYHEM

Swinburne once told Edmund Gosse that he was quarreling with Emerson by mail. "I hope your language was quite moderate," Gosse said

"Perfectly moderate!" Swinburne replied. "I merely informed him, in language of the strictest reserve, that he was a hoary-headed and toothless baboon, who, first lifted into notice on the shoulder of Carlyle, now spits and splutters from a platform of his own finding and fouling. That is all I said."

-Richard Hanser, The Saturday Review

Book Reviews

STUDENT COUNCILS IN ACTION. By Lester A. Kirkendall and Chartwell House Inc., New York, 1953 Franklin R. Zeran. Chartwell House Inc., New York, 1953.

YOUR SCHOOL CLUBS. By Nellie Zetta Thompson. E. P. Dutton & Co., Inc., New York, 1953.

For the harassed high school teacher, a capsule review of the little For the narassed mg. the little volume, Student Councils in Action, should read: "A superb little book volume, Student Councils in Action, should read: "A superb little book that should be required reading for all teachers." Here is a clear and succinct statement of a basic philosophy upon which all extracurricular activities must be predicated if there is to be a growing development of

student-faculty participation in the affairs of the school.

Those teachers uninterested in student activities should note that the idea of faculty participation in the affairs of the school is about as new as that of student participation. Indeed, the authors constantly refer to student-faculty participation. Naturally, teachers who have never had the opportunity to work under any except an authoritarian set-up can hardly be expected to grasp very quickly or with enthusiasm the idea of students' participating in planning the life of the school community. This is an extremely important point because the real values of a student program stem from a basic understanding of democratic principles by the students. the teachers, and most of all the school authorities. There is a steady insistence that the latter must possess "a matured philosophy and established values." Among the basic concepts of a democratic society are included such tenets as a "genuine respect for individual dignity," "a due regard for genuine differentials between individuals," "a willingness by individuals to accept their responsibility for carrying forward democratic processes." But, I think, a most important one to be emphasized is their statement that "a democratic society provides opportunities for individuals to develop their talents to a maximum degree, as long as their talents are not turned to selfish, individual ends, or directed to purposes which deny to other individuals the same opportunities and privileges." That the authors have had experience in working on student council programs is obvious from their close touch with the realities of the problem; e.g., they sense that a major problem in developing a democratic program is "that many faculty members and administrators lack a genuine trust either in the pupils, or the democratic process." (Academic and vocational high school teachers will read Chapter III with, this reviewer hopes, an astonished "Who? Me ?" ished "Who? Me?" reaction.)

The realism of the authors is apparent again when they think of a participation program not in the terms of self-government but rather as "a guidance service designed to help pupils become increasingly selfdirective." To do this, the school will need consciously to develop situa-

tions where this type of student growth can flourish. For schools, or advisers (the authors think "sponsor" implies too much there paternalism!) in process of revising their student activity programs, which are numerous concrete suggestions for setting up the machinery which

will carry into practice the stated principles. Again the writers are realistic will carry into place against making provisions too detailed, thus leading when they caution against making provisions too detailed, thus leading when againstly. Their list of some 74 possible activities for students when they caution list of some 74 possible activities for student countries infexibility. Their list of some 74 possible activities for student countries (pages 72-81) drawn from practices on a national scale of the countries o to infexibility. 1) drawn from practices on a national scale are replete ils (Pages 72-81) drawn from practices on a national scale are replete als (pages tions for New York City "sponsors."

ith suggestions adviser has not known that "one of the probable wing out of the unique position of the faculty of the probable." And what of the unique position of the faculty adviser is the lems growing with which he is frequently faced"? How many conflict of How many schools have attempted a joint faculty-student conference at one of their

faculty meetings? At this point one or two points should be made. Many of the practices At this point are listed are from schools much smaller than New York City which are listed from New high schools. Of 86 schools cooperating only two are listed from New high schools. Some of the schools are much york and those are Brooklyn schools. Some of the schools are much York and almost all are much more a part of a local community. This is not to detract from the superior work of the authors, who have produced a first-rate statement not only of philosophy but of practices.

While Student Councils in Action emphasizes the philosophy and machinery of a student program, Your School Clubs purports to be "A Complete Guide to 500 Activities for Group Leaders and Members." However, Part I is helpful in its statement of the administration of a student club program. The writer of the book gives the impression, at first, that it is more for a tea hour where suggestions that you might do this and you might do that abound and with not much solid rooting in experience. This is, however, misleading as a little digging will indicate. She knows enough about what she is writing to state that "full time is accorded a Director of Activities in large schools." Such a writer has his (her) feet on the ground!

It is suggested further that the proper agency for the coordination of a school's club program is the student council. The author is smart enough to know (some educational authorities do not appear to be) that "the effective of the content of effective club program has competent and enthusiastic faculty supervision." She does not state anywhere how to obtain this enthusiastic sup-

port. (I shall return to this point later.)

Part II presents "A Constructive Program of Student Activities." These activities range from art clubs to career clubs to faculty clubs! A constructive successful activities range from art clubs to career clubs to faculty clubs! A constructive successful activities range from art clubs to career clubs to faculty clubs! structive suggestion buried among the discussion of clubs was the conduct of a how to attail a low to attail a of a how-to-study campaign through home rooms (enrolling rooms).

At the and it is the condition of the cond At the end of the chapters there are valuable bibliographies.

Some Extensions of the Problem

l. In neither volume is there a recognition of the passing of the mis-onary spirit which sionary spirit which impelled many teachers years ago to go into teaching simply for the coast impelled many teachers years ago to go into teaching simply for the coast impelled many teachers. simply spirit which impelled many teachers years ago to go into work a sense of fulfill.

The good they felt they could do and who found in their work a sense of fulfill.

The eroding factors a sense of fulfillment and a consequent enthusiasm. The eroding factors have been many, and there is room for another volume dealing with them. For these were the teachers who gave freely of their time to extracurricular activities.

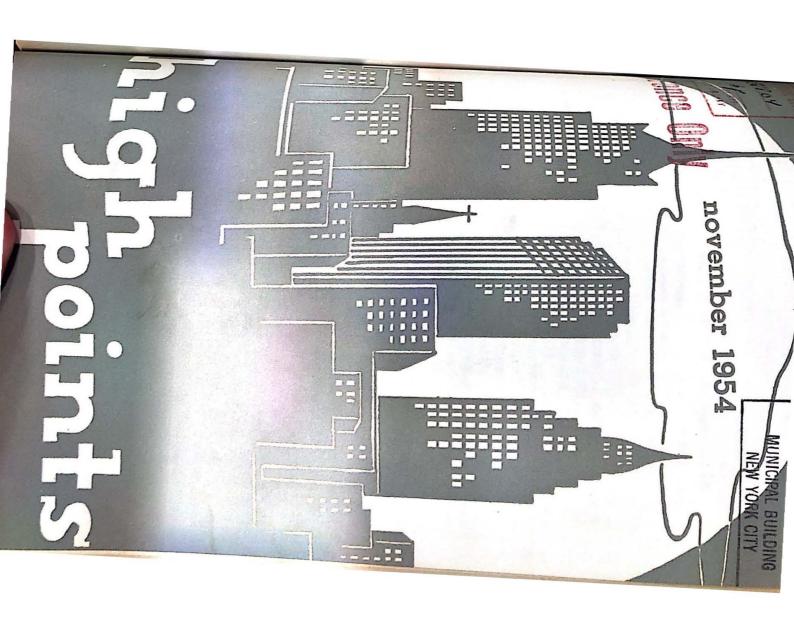
- 2. In these days, at least, the depreciation of the dollar has wrought havor with a group that at one time was reasonably professionally-minded. It is the belief of this reviewer that extra pay for extra activities is sound but that this, if it ever comes, will not solve the problem. A G. O.'s activities are dependent primarily upon the grossly underpaid enrolling room teacher, and only a substantial increase in take-home pay is going to help arrest the decline in extracurricular activities. Too many high school teachers are busily engaged in trying to earn a living outside the walls of the school to extend voluntarily their time spent within the school.
- 3. Still (conditioned on community activities and relationships), some schools could do more than is done, because of the composition of the student body. A study should be made—again this area is neglected in both books—of the types and range of activities of schools with higher general levels of intelligence as compared with schools which are lower. What relationship, if any, do such traits as initiative and the assuming of responsibility bear to a high vs. a low intelligence level? What factors are common to all the high schools having a sound and growing program of student activities?
- 4. Another neglected area is one of establishing criteria which would aid in judging not only the value of an activity but the degree of difficulty involved in the growth of experience deliberately created for the student.
- 5. An honest study should be made as to the real need for extracurricular activities, including some of the sports. For example, to what extent are the churches and other community agencies now meeting them?
- 6. How may worth-while activities be augmented and financed? Is the Board of Education going to pay for activities in one school and neglect to do so for another? So many variables are involved that it is almost impossible to distinguish among schools as to the basis for distribution of funds to aid in meeting the greatly increased costs of publishing a school paper or of paying for coaching of school plays.

CARLETON MASON

SPELLING

English orthography satisfies all the requirements of the canon of reputability under the law of conspicuous waste. It is archaic, cumbrous, and ineffective; its acquisition consumes much time and effort; failure to acquire it is easy of detection.

-Thorstein Veblen, The Theory of the Leisure Class





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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editor, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.

Functions of a Psychological Consultant At a High School EMANUEL F. HAMMER*

When the Parents Association of the Christopher Columbus High School in the Bronx made it possible for the school to en-High a psychological consultant for one half day a week, it gage a reflect both the trend that psychology is achieving appeared to reflect both the trend that psychology is achieving appearation for the services it can provide on the high school level beyond the administration of psychological examinations) and, of greater significance, the movement of parents' groups toward a more intimate understanding of the inner needs of school and

In my role as consultant for the guidance department** I have become increasingly impressed with the urgent need in the high school for psychological services and hence I am presenting my impressions as an incentive for other schools to follow the lead

provided by Columbus High School.

The need for a psychological consultant has thus far emerged as a four-faceted one.

* Consulting psychologist.

^{**} As Miss Elsa G. Becker, Administrative Assistant in Charge of Guidance, points out, "The functions of each counselor include work with individuals, work with groups, and the administrative guidance work. The work with individuals assumes such quantitative proportions that in spite of considerable decentralization (all home room teachers of the school are progressively counseling pupils within the limits of their time and skill), an enormous pupil load rests on the counselors for help with the more complex educational planning problems, all vocational problems, "normal" teen-age personality difficulties, as well as the more deep-seated or serious emotional difficulties. From another point of view, the counselors' work with individual pupils is predominantly positive and preventive in its goals, though some of their efforts must be directed toward those in need of correction or remedy. The tendency of the latter type of work to monopolize the counselors' time because of its urgency must, I feel, be carefully guarded against. It is in connection primarily with this latter area of functioning that the clinical psychologist seems to be most helpful. This is not to deny but indeed to affirm the benefits of an inevitable carry-over from training involving deeper problems and more advanced skills to work with less problem-centered cases."

Exposition and Discussion of Technique

The first duty I was called upon to assume was, for want of a better term, what might be called a teaching procedure, in which an experienced clinician helps a less experienced one assimilate learning. The aim is a more dexterous handling of the counseling situation with adolescents, even the healthiest of whom suffer disruption during the stormy and turbulent years of the puberty and post-puberty period.

Advanced training is conducted in a working atmosphere in which the guidance counselors do not simply have handed to them a complete menu of psychological nourishment, but are encouraged to question things, to think for themselves, and—more

notably—to get excited about what they are learning.

Perhaps the single, most important technique emphasized in this training of the counselors is the art of listening. The technique of listening at least 90 percent of the time to the student-client and restricting one's own comments to no more than the remaining 10 percent is perhaps the most notable contribution of Freud, and later Sullivan and Rogers, to psychotherapeutic techniques. Thus the guidance counselor is taught to let the student structure his own presenting of problems; in this way the picture avoids contamination by the counselor's preconceptions. Nondirective counseling in the tradition of Rogers is emphasized as the beginning clinician's most secure orientation; for the most part, a deeper and more interpretive approach is reserved for the consultant's counseling sessions with the students.

The counselors are taught the art of employing ambiguously neutral and nonleading questions. Rather than saying, "How do you get along with your friends?"—thus immediately putting the student on the defensive and causing him to retreat behind a barrage of evidence indicating that there is nothing wrong with the way he gets along with peers—the counselor is taught to inquire with the question couched in the least threatening form of "Tell me something about your friends." Thus, too, a non-committal reply of "Fine" or "O.K." may be traded for a discursive exploration which serves as an initial exercise in focusing attention on his (the student's) interpersonal relations with other people—the first step of psychotherapy.

Similarly, "Tell me something about your parents" is used as

The members of the guidance department are provided with the orientation that counseling remains at present as much an art a science. Artistic capabilities are partly inherited and partly developed through training and experience. The same is true of counseling. Unless the counselor has some innate talent for relationships with people, he will never really be able to be of much use to his student-clients, any more than he can become a good musician or artist unless he has a certain degree of innate then for those fields.

At Christopher Columbus High School it was gratifying to find that guidance counselors did possess such talent. It was their natural sensitivity which induced me to shift from my original role of going over cases with them and merely making referral mommendations to one of providing further supervision with the aim of shaping their growth as counselors.

Public Relations

Another one of the consultant's roles created by the job at hand involves functioning in the area of public relations. Speeches to groups of parents and teachers, as well as individual conferences with members of these bodies, are of aid not only to the students but also to the integration of the guidance department into the sometimes, at first, resistant acceptance by fellow faculty members.

Diagnosis

The third role is that of diagnostician. The Rorschach and the dinical interview are the two main tools in the service of this role. The Rorschach is administered and interpreted by the consultant, but the guidance counselors have been taught to administer, for the consultant's subsequent interpretation, additional projective less such as the house-tree-person projective drawing test and the Thematic Apperception Test (in the latter, the student is asked to make up stories for a series of pictures; in doing so he projects

his own attitudes, problems, conflicts, and personality traits into the protagonist). Thus, the counselor's collecting of clinical data for the psychologist's interpretation is an economy measure multiplying the latter's diagnostic services for the school.

Consultation

The last role—perhaps the most important one—the consultant is asked to perform is that of consultant to the counselors on the cases they are carrying. Here the entire guidance staff sits around a conference table, in a give-and-take atmosphere, sharing in the discussion and the formulation of recommendations. As an example of the wide variety of psychodynamics thus frequently uncovered behind the same symptom in different students, the following cases are presented. The symptom chosen for illustrative purposes is the not uncommon one of refusal to go to school.

IANE, a 14-year-old girl, was brought to the attention of the guidance department when her mother recognized an outbreak of complaints of "not feeling well," stomach upsets, headaches, and the like as an excuse for her daughter to stay home from school. A physical checkup showed no significance disturbance. In the counseling sessions it came out that after several miscarriages, Jane's mother had given birth to Jane's first sibling. The Thematic Apperception Test administered to Jane revealed recurrent themes suggesting jealousy of the relationship between the mother and the new sibling who remained at home. Jane had quickly found out the difference in treatment given to a favorite younger child. Hers was a home where every privilege was given to Baby, who was kept helpless as long as possible, so that jealousy was fostered and the pleasure in getting older was spoiled by the fact that the parents evidently preferred immaturity. After having enjoyed the position of an only child for so long, Jane feared being displaced by the baby as a love object while she was away at school. Hence, her reluctance to go to school was motivated by a desire to stay home and protect her own interests, as it were. Viewing the situation as implying that all one had to do was to be young and helpless in order to get attention, she saw her high school program as a futile way of trying to recapture parental attention. Academic sophistication led away from parental attention because it was in the it was in the opposite direction from babyhood, innocence, and

er secret discounseling sessions with Jane, providing an attentive and warm Counseling with an adult, served to feed and thus reduce her relations and approval. Simultaneous contact with the bunger by one of the other counselors worked through the underring need of the mother (resulting from several miscarriages oreceding the baby's birth) for bestowing the lion's share of her attention onto the younger child. As Jane's feelings of security ose as a result of the counseling relationship, she was then more able to tolerate leaving the baby and mother at home alone while she went off to school. The counselor's presentation to the mother of some of the stresses induced in Jane by the arrival of the new sibling led to first understanding and then sympathy on the mother's part. Thus, she ended up capable of an attentive reaction to Jane when she returned from school in the afternoons. In this manner, the parallel treatment of mother and daughter simultaneously reduced Jane's need for attention while raising the mother's capacity to give her this nourishment: a happier balance was achieved

ALBERT, a 15-year-old boy, was also referred to the guidance department because of excessive truancy. In addition, his nerves felt as taut as an improperly tuned violin—all discord. Clinical Interviewing and projective testing linked the boy's behavior and symptomatology to a fear of academic failure. Interviews with the mother soon revealed that she had instilled so high a level of aspiration of aspiration in her son that he could not hope to succeed in her the Customer son. The following incident may serve to illustrate the Customer and the customer son that he could not hope to illustrate the customer son that he could not hope to illustrate the customary parental attitudes under which Albert had to struggle In the str struggle. In the fourth grade, Albert one day brought home a lest paper with lest paper with a proud 99 standing in the upper right-hand corner.

Instead of L. proud 99 standing in the upper and praise for this lastead of bestowing well-earned recognition and praise for this feat, Albert's at the attained 99 Points and discovering well-earned recognition and property at the attained 99 points and discovering the single Points and delivered an energetic lecture concerning the single missing point. After several years of similar experiences, Albert adopted the defense of playing hooky, because it was easier for adopted the description adopted the were considered "delinquent" rather than "stupid." His level of ambition had been molded so strongly by his mother's high standards that he could not bear to become aware of his relative academic limitations. He felt helpless, packed like a bird's egg in the cotton of his mother's ambition for him. Thus, by not making any effort to succeed, he avoided forming a disappointing self-appraisal of his capacity. His truancy gave him an excuse for his failure and allowed him to cling to the magical belief that he would be an academic champion if he cared to participate in the contest. His withdrawal from the arena, then, protected him from suffering defeat there.

As with the above case of Jane, dual counseling with the mother and the student eventuated in a more harmonious interpersonal balance. The mother eventually saw her excessive demands on her son as a reflection of her own feelings connected with never having achieved the status of a "career woman." Her high standards for herself were then, in the counseling sessions. traced back to her relationship with her own mother and the need to prove her worth in her mother's eyes. Working through these conflicts allowed for a softening of her compensatory demands for achievement on the part of her son. At the same time, counseling with the son helped to free him from the conflicts resulting from the view that his feelings of worth-as-an-individual were dependent exclusively upon academic success. As the importance of school grades shrank into healthier perspective, he was able to risk the attainment of only average marks by attending school.

With TOM, another early-adolescent boy, the refusal to go to school resulted from a fear of the older children. Tom was an especially timid youngster who was acutely afraid of being hit, teased, or bullied by the other students. Tom, like other shy boys, tended to meet this situation by clinging to home and mother. The necessity of having contact with other boys—boys who sometimes played "rough"—made him shrink from the entire school situation. Clinical investigation revealed that when the boy was seven, following the prolonged unemployment of his father due to sickness, the family had to move to a slum area. This transplantation from a gentle neighborhood to a more harsh and comBYCHOLOGICAL CONSULTANT_ petitive social environment necessitated too difficult an adjustment petitive social The fear of "tough" companions in the neighborhood Tom. The dightened by his feeling of loss of security and protection was heighted from his witnessing his father's being ill and unemwhich resulted period. His father, who had been for him ployed for an of strength and with whom he so closely identithe emboding tottered and fallen. The youngster's idol was fed, had in being smashed, drained out his feeling of strength mashed and replaced it with fear that he too would undergo the same downfall. The experience tore a deep gash in his feelings of downtail and left him with no one to turn to for help in tending dequacy are wound. His inner feelings formulated the fear that the ominipotent father was so vulnerable, what could not happen 10 weak little Tommy?

Tom is presently undergoing psychotherapy with the writer and has made some preliminary gains in decreased fearfulness and heightened self-esteem. He is beginning to develop and structure a healthier way of conceiving adulthood; he is constructing a bridge 10 a new status and feelings of adequacy. It is across this bridge that he will be able to leave the valley of his adolescent suffering. MIRIAM, a 17-year-old girl, refused to go to school out of other motives. With her it was a desire to punish her parents. Every time she played hooky it was like administering a slap m the face to her strait-laced mother. In this manner she attempted to revolt from over-strict and over-demanding parental control. Outwardly, Miriam was a mild, passive, and subdued child; but the possibilities of rebellion are inside of the least likely skulls. Again simultaneous counseling with both the student and the parent was indicated to reduce the parental demands and to intrease the daughter's tolerance of such stress.

MCK, a 14-year-old boy, was referred to the guidance department because his teachers reported him constantly "walking atound are in the boy's atound as if in a daze." From the initial description of the boy's behavior is behavior, it sounded as if Rorschach and intelligence testing would be needed. be needed to make the differential diagnosis between the two main possibilities. Possibilities of low I.Q. or a severely disturbed emotional state possibly reads. Mossibly reaching proportions of a schizophrenic withdrawal. Happily both these diagnostic alternatives proved to be incorrect.

The time are the second as the second are t the time a good relationship was established in the second

session with the consultant, Jack felt secure enough to offer tenta. tively the information that he had "sort of a secret" which he wanted to tell me. With a certain degree of blushing and stammer. ing he revealed that he was hard of hearing and therefore could not hear the teacher's instructions or requests. He was too bashful to admit his deficiency and so appeared to be in a daze merely because he was attempting to guess—in an understandably confused fashion—what it was that was required in the classroom setting at the moment. Referral for a hearing aid and psychotherapy aimed at alleviating his timidity about revealing his deficiencies to others (especially by the advertisement of this by the wearing of a hearing aid) went a long way toward solving his problem. In the counseling sessions he reshaped his attitudes towards himself and repaired his shattered self-confidence. Thus, he was enabled to take up his young life again on a more adjusted level.

The case of LEONARD was a more difficult and deeply-seated one. He stayed away from school because he felt the teachers were picking on him, had it in for him, and would make a special scapegoat of him if he attended classes. Excessive cutting was his remedy. The tensions within him were reflected in his doubting eyes, taut face, unceasing and jerky chatter, and complete selfcenteredness. Knowing no other way to establish himself, he tried to do it by bravado, belligerence, and a refusal to abide by the rules. He soon got the nickname "Rocky." Clinical investigation disclosed that Rocky was misinterpreting the reaction of people in authority, in this case teachers. Behind this was a series of childhood traumatizing experiences with a cold, harsh, and oftentimes brutal father, who drank excessively and would shower beatings with a cane across the boy's head and shoulders at the least provocation. In this manner the father handed over a dowry of antagonism with which the son was to start off on life. And once a boy has suffered rejection, he will find rejection even where it does not exist. The boy's fear of, and expectation of, mistreatment at the hands of the father rippled outward to include an expectation of parallel treatment at the hands of all people in uthority. In addition to his fear of teachers, he had an intense hobic reaction to policemen and the boss for whom he worked art-time. So Rocky built a wall of isolation and tough-guyness

MICHOLOGICAL CONSULTANT_

prichula himself, strong enough—he hoped—to defend him against on the Rorschach (ink blot) test the boy's underlying confusion On the Korschach (and Sold and in the way ne view a timid rabbit running away," whereas on letter wild cat." Since the interest of the concept "a little wild cat." Since the interest of the card he saw. another card he saw "a little wild cat." Since the ink blots actually hother card the sure answers, the person taking the test projects have no right of about himself onto the ambiguous blots. Here We see the two sides of the coin in Rocky's inner view of himself. His basic feeling of fearfulness and lack of adequacy as conveyed by the concept "a timid rabbit running" is hidden beneath the ough guy facade of "a little wild cat." Underneath it all, however, he appeared as a lonely boy who wears his bitterness and antagonism as a mask to conceal his hunger for human warmth. Psychotherapy with this youngster had to proceed as delicately as surgery probing a critical wound. One had to dissect the tissue of emotions, where the conflicts and detrimental childhood experiences lie buried. Psychotherapy was thus aimed at releasing the pressure of his antagonism and discharging the pus from his emotional wounds.

One of the early dreams the patient reported was a nightmare in which he tried to "kill someone," and then "fell out of bed." He continued, "I'm always trying to kill someone in my dreams. I was beating up a guy in this dream. I had him on the floor and was kicking him, almost killing him." He then follows this with a degree of insight: "I was afraid of the guy, but I just hit him. When I hit him, I wasn't afraid of him any more." Thus, even in his dreams, Rocky hid his feeling of being a "timid rabbit" beneath the cloak of a "little wild cat."

Later on in the therapeutic contacts, Rocky became aware of the displacement of his hostility toward his father on to the neighboring adolescents whom he would beat up. He commented, I'm tired of beating up innocent kids. When I'm mad at my lather I'm beating up innocent kids. father, I beat them up. I walk out of the house and go looking for a c. them up. I walk out of the house with him; if he for a fight." ... "I play the hook to get even with him; if he keeps pestering me, I'll keep playing the hook." Rock's tendency sabotage his school career in order to get back at his father was a Was chosen for this purpose because "when I was a kid, my father Was always sitting me down and forcing me to do my homework."

Thus, Rocky hit back at his father where it mattered in his father's ambitions for the boy.

At a later point in treatment, Rocky began to work around to an understanding of his defense system. To quote him, "The trouble with me is I'm just a little kid, a little punk trying to be a big deal. . . . So I guess that's why I try to make out like I'm a rock."

The need to negate his underlying feeling of inferiority also comes out in his dreams. "Half the dreams I have, I'm a man instead of a kid, I'm about thirty years old. I got the same face, only I'm bigger. My friends are their real ages, and they look

up to me."

The insights the patient has been developing appear to be filtering down into, and affecting, his behavior on an emotional level. As his feelings of adequacy and worth-whileness have grown closer to healthy proportions, because of the acceptance and respect afforded him by the therapist, he has shown less need to compensate by the use of "big shot" tactics. The permissive relationship with the writer is presently beginning to convince Lenny that not all of his future relationships with authority figures are doomed to be the sterile, harsh, and traumatizing ones he has experienced in the past with the principal authority figure in his life, his father. Hence, he is now more able to evaluate teachers in an objective light—as he was surprised to find out: "You know, some of them really aren't such bad Joes, I guess." He is beginning to rediscover a world which can be a good place to live in.

The problems of DONALD offered a much simpler solution, by comparison, Lack of interest in the course content was leading him to more and more frequent cutting. The Wechsler-Bellevue Intelligence Scale was administered and an I.Q. of 78 resulted. The Rorschach picture was also in accord with a borderline of dull-normal intellectual level. Transfer to a vocational school was obtained; there Donald found the subjects more concrete and practical and hence more in accord with his interest patterns. At the present time, he is doing passing work and is a considerably happier youngster.

ULTIMATE INFLUENCE. Thus, round-table staff conferences, with the aid of psychological examinations, uncovered a variety PSYCHOLOGICAL CONSULTANT_

of psychodynamic causes behind different students' selection of the of psychodynamics symptom, refusal to attend school. The psychodynamics common to be rooted in sibling rivalry form common synta be rooted in sibling rivalry, fear of academic failure were found to be rooted in sibling rivalry, fear of academic failure were tourist or academic failure over-high parental demands, fear of physical injury and due to over the low intellectual endowment, hostility against frough treatment, against their over strict "rough and revolt against their over-strict control, projection of parents onto teachers, and other such crippling conflicts.

Unconscious conflicts were found to be the eggs from which mancy symptoms sometimes are hatched. In the darkness of the many of the hidden various emotions. These turbulent feelings lurk beneath the calmer surface of the personality. To understand what makes adolescents tick—and, in ticking, become truant we have no alternative but to descend to the unconscious layers in clinical investigation. It is only by so doing that we can most effectively free troubled youngsters from their role as puppers of their childhood-dictated destiny and help them establish their dignity as human beings.*

In conclusion, the writer would like to caution that the use of a psychological consultant for the four-fold functions of didactic presentation, public relations, diagnosis, consultation and therapy is certainly not a panacea for the many and varied emotional problems in a high school setting. The student needs are too many to be met by such limited services. However, by spreading his influence through the guidance department to the other teachers, increased psychologically-oriented attitudes ripple outward. These ripples frequently do not stop at the walls of the high school but continue beyond to lap at and eventually seep into and refresh Parental attitudes, thus exerting an influence on the community at large. The effect, we hope, will not be restricted to the dimension of the present. The future may be touched too, in that a more enlightened handling of the adolescents today will enable them, in turn, to handle their own children with increasing freedom from the disruptive emotions which occasionally flood parentchild relationships.

Shirley Booth, the grand lady of the stage, described her experiences in therapy, which is the property of the stage, described her experiences in the range with the stage, described her experiences in the range with the stage, described her experiences in the range with the stage, described her experiences in the range with the stage, described her experiences in the stage, described her experiences in the range with the stage, described her experiences in the stage, and described her experiences in the stage with the s in therapy: "Mental troubles are sort of little bubbles in the head-like, and you can talk mental troubles are sort of little bubbles." you can talk them out to the surface and they break—no more bubbles."

Physical Bases of Reading Disability* LAWRENCE H. FEIGENBAUM

Eastern District High School

Reading disability—a condition which until recently interested educators alone—is coming to be of growing concern to physicians as well. Some medical schools (N.Y.U.-Bellevue, for ex. ample) now offer courses in reading problems as part of their curriculum; this increased interest is likely to be even more widespread in the future.

The aim of this discussion is to summarize briefly the nature of reading problems in children as the physician may encounter them. Particular attention will be focused on the physical bases of reading disability, the area in which physicians can exercise

the most strategic influence.

It is, by the way, somewhat anomalous but true that children in general are reading better than they ever have, and more adult reading—as measured by book sales, library circulation, and magazine publication—is being done; but, at the same time, the number of individual reading problems seems to be on the increase. Many studies made in various sections of the country by different agencies clearly show general advancement in the reading ability of school children. Yet Professor Paul Witty, an outstanding authority in the field, has remarked that the incidence of dyslexia, as reading difficulties are collectively called, is a growing problem in our society. That is a little like saying—to take an analogy from your own specialty—that people are living longer, but more of them are dying of cancer.

BEGINNING IN CHILDHOOD. This is where you pediatricians fit into the picture: every reading problem, whatever its peculiar manifestation or cause, has its beginning in early childhood. You are in a position to recognize and help resolve the difficulty at the very outset.

Recent research has found that reading problems have multiple causation. Causative factors may be found in the child's home environment, in his school experience, or in some organic defect.

PHYSICAL BASES OF READING DISABILITY Let us assume that a parent brings a child to you, perhaps on Let us assume the school, with the complaint that the child has referral to read. A medical examination is well. referral to read. A medical examination is usually suggested not learned to cases. You are faced with the not learned all such cases. You are faced with the problem of in nearly all such cases the nature of the disability and possible problem. in nearly at the nature of the disability and possibly prescribing diagnosing the nature for it. remedial measures for it.

CHARACTERISTICS. What will this child be like? First of the is more likely to be a boy than a girl. In reading, as in many all, ne is many other aspects of living, the male is truly the weaker sex. Secondly, the fact that his is basically a reading problem may not be as apparent as in this hypothetical example. Retarded readers are often mistakenly thought to be feeble-minded, and this child may come to your attention as an ostensibly dull individual.

The child who is a reading problem is likely to manifest other emotional symptoms. Regardless of the cause of his reading disability, secondary emotional difficulties often result after the child has met with continued failure and frustrations in school and in a society which places a premium on verbal activity, especially reading. When he realizes he is different, that he cannot achieve what his fellows easily accomplish, the retarded reader may reveal anti-social aggressive behavior, or show apathy—a symptom of withdrawal from a social situation which he cannot face successfully.

Occasionally, reading difficulties are associated with nervous manifestations such as head and hand tremors or twitches. Some-

times there is a speech impediment as well.

The child may manifest what we broadly call a reading problem various ways. He may have difficulty in distinguishing printed symbols; for example, he may be unable to differentiate between "d" and "" ... "d" and "b," or "m" and "n," to take the most frequently troublesome characters. Or the child may find it difficult to associate a sound are often sound with a particular symbol; the vowel sounds are often especially especially perplexing. Some individuals are unable to draw auditory disciplents. tory distinctions; they fail to hear the difference between words like "ten" "" like "ten," "den," or "then," and so they are not capable of

Another—perhaps the most frequent—form of dyslexia is the ability to learning to read the difference either. inability to recognize words. Reading is based upon the memory

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of the appearance of certain words after a number of exposures to them. Now some children may see the word "dog" fifty times, and perhaps even read it correctly many of those times, and then fail to recognize it on the fifty-first encounter. One might say that such children have faulty visual perception or a poor visual memory, if we only knew what that meant.

Linked to this is the phenomenon of reversals, or reading backwards. The child with reversal symptoms may read "felt" for "left," or "pot" for "top." Reversals are similar to the psychological symptom called mirror writing, and may resemble, in their extreme form, a kind of aphasia.

Again, a child may be able to read words, but may read word for word—never joining the words together in meaningful phrases. He may have a limited vocabulary, and be able to read words, but not understand their meaning. He may read too slowly to function successfully, and in reading, speed is directly related to comprehension—the more slowly he reads, the less meaning he gets from the printed material. He may have too many eye fixations per line, or have the habit of regression—going back over material already read.

Finally, a child may read well in some respects but not in others. He may read fluently, but miss significant details. If a story says the horse wore a red blanket, he may understand it to say a blue blanket. He may be unable to draw inferences from what he reads, and in effect miss the point of his reading.

In one or several of these ways, then, a child may be deficient and incur a reading disability. Unless remediation is undertaken, the reading retardation becomes progressively worse in many cases, and may have harmful secondary effects in terms of mental health.

ORGANIC DEFECTS. Of the many factors which could result in a reading difficulty, let us examine those organic defects which are often present.

A child who has not been able to learn to read may, first of all, suffer from poor vision. This physical disability may not always be detected readily. There are some children, for example, whose eyes do not focus properly, and as a result they see double. But the brain compensates for this double vision by blocking out

physics of one of the eyes. The child therefore has, in effect, the image vision, although when he is tested on the Snellen chart monocular with either eye. His eye span since it monocular with either eye. His eye span, since it operates as in he sees her vision, is limited and he is a slow road. he sees well vision, is limited and he is a slow reader. His lack of monocular vision involves a loss in comprehension and he is a slow reader. monocular viscolves a loss in comprehension, and he becomes a speed then involves a loss in comprehension, and he becomes a reading problem.

A child may have a hearing loss, and therefore be unable to A control of the auditory discriminations necessary to learn to read. A make the have a mixed eye-hand dominance, which is often the cause of the reversal phenomenon. Reading is done from left to right, and if the child is confused about these directions, he may not learn to read normally. It should be noted here that lefthandedness is not necessarily significant, but that mixed or confused dominance may be the root of the difficulty.

A child may have some brain injury or cerebral dysfunction which makes it difficult for him to learn to read. In many cases, sufficient repetition and individualized instruction prove successful. It merely takes longer and more intensive teaching to achieve results. However, if the child does not receive special attention at the outset, he may then become so seriously retarded that remediation is most difficult.

ROLE OF PEDIATRICIAN. At school, the child who is a reading problem will be receiving help in the techniques of reading improvement. But pediatricians can be of great assistance by tecognizing, diagnosing, and remedying or referring for treatment children who manifest reading problems, particularly those traceable to physical causes.

THE OMNISCIENT SCHOOLBOY

It (the communal food supply distribution of the Polynesians) necessitated the use of what a modern schoolboy would call an exceedingly exceedingly complicated set of compound fractions.

-Edmund Andrews, A History of Scientific English Contributed by Samuel Miletznik

The Attendance Officer—A School Resource JEROME GREENBLATT*

The modern attendance officer is the newest professional in the oldest pupil personnel service. It was quite a few years ago, in 1856 to be exact, when the daily percentage of attendance was a regrettable 34.7%, and the Superintendent of Schools was most concerned. Since then, with progress in the enforcement of the compulsory education laws, and with the establishment of the Bureau of Attendance, the percentage of attendance continued to rise until today many schools are in the 90's and the Board of Education has a super-specialized attendance service giving intensive attention to the fewer and fewer absentees and the more and more serious problems they represent.

"HOOKY CHASERS" OUTMODED. The attendance officer today has become another specially trained specialist, along with the guidance teacher, school psychologist, and others. His specialty might more properly be called "guidance teacher in the field," for he provides guidance for children who are irregular school attendants, or who are even absent most of the time. To these children and their parents the attendance officer often represents the person who managed to get them on the relief rolls, or got them an extra pair of shoes, or referred them to a social agency for necessary immediate help. He very often represents a feeling of order and direction in an otherwise disordered and misdirected problem situation. Sometimes the attendance officer is considered only as a "hooky chaser." Not enough note is taken of the investigations he has completed for situations classified as "temporary poverty," "illness in family," and the like.

We are rather fully aware of factors in the classroom contributing to maladjustment. These might include such matters as poor class placement, problems of curriculum, difficulty in getting along with the teacher or other children, or retardation in studies. The factors outside the school, however, often influence the child's behavior to a marked degree. These are factors in the home and community, factors which the attendance officer is especially prepared to interpret to the school. Since a child's behavior is fairly

THE ATTENDANCE OFFICER THE determined by the age of six, before many children enter determining these extracurricular factors observed by the attendance school, these most crucial in determining the source of a child's officer may and then in deciding what should be done about it.

DEPRIVATIONS OF THE TRUANT. In visiting a home the DEPKI VISITING a home the attendance officer's first observations will undoubtedly be of any evidence of physical neglect. He notices food scraps left on tables and floors, the absence of fresh paint on the walls, uncovered and moors, paint dirty and peeling, plaster cracked and crumbling. He can see what obviously are rat holes, or smell the hot, dank or cold, damp—odor of a congested cellar home. He can note the abundance of clothing, hanging profusely in every possible place, indicating extreme overcrowding, or he can note the comparative barrenness of the home, with very little furniture and insufficient clothing.

He may note the cotton batting coming out of the grimy, much used and abused furniture. The home may be poorly lighted, or even have almost no outside light at all seeping down the cluttered airshafts to rear ground-floor apartments. The stairways may be creaking and treacherous, with large pieces of treads missing, or with bits of garbage dropped on the way to the street. The hall lighting may be poor or entirely lacking. The mailboxes may stare out blank and broken, indicating the desperation of people who broke them open to steal their pittance. The names on the mailboxes probably were obliterated long ago by innumerable changes of tenants and roomers, or by anyone anxious to conceal his exact whereabouts, or simply by children glad to deface

them simply because they are there. But the child coming to school in a starched white shirt, or in a dirty one, may be neglected in other social areas. There may be several roomers in the home, or subtenants in the house, with four or five families sharing a common kitchen. Strange people may be continually visiting in the house with no apparent business there are hess there. There may be other children of school age loitering about the about the apartment, giving false ages, names, addresses, and schools are schools when questioned. Wine, beer, or whiskey bottles may be in evidence of the borne, but there may be other and be no father in the home, but there may be other men with no clear lines of responsibility The family may

^{* 16}th Attendance District.

be on relief, or unable to obtain relief because of inability to prove previous means of support.

There may be as many as twelve or thirteen children in the there may be as man, the home, mostly of school or pre-school age. The youngest children may be running about the dirty floors with little or no clothing on. The home may be too congested, with more than 1.5 inhabitants per room (the national standard for overcrowding). The food served may be poor, uninviting, unvaried, lacking in nourishment. Clothing may be tattered, too large, too small, or too dirty. Shoes may be bedraggled, coming apart, needing soles. Clothing may not be adequate to the weather, too warm for summer, too cold for winter, or inadequate for rain or snow.

EMOTIONAL DISTURBANCES. There may also be emotional neglect and disorganization. The home may be dominated by a senile individual or by a chronic invalid or hypochondrial adult. An idiot child may be draining the emotional resources of the home. The parents may be very rigid in their standards, typically demanding middle-class standards from their children while continuing to live in a lower-class neighborhood. The parents may be lax, maintaining no standards, permitting their children indiscriminate free play, tolerating the congregation of truants in the home during school hours. The child may be pampered, permitted his own way entirely, having his parents abjectly at his service. The child may be secretive, maintaining close peer relationships, coming home late at night with no visible means of obtaining lunch or supper, and no known place to stay. The child may be easily influenced, resorting to delinquencies and other indiscretions in order to gain attention. The child may be emotionally disturbed and erratic in behavior, perhaps maintaining a reign of terror in the home, though very mild and reserved in school. The family may have a history of mental disorder, or one of the parents may be actively psychotic or neurotic. The relationship among the siblings may be full of hostility and tension.

INTELLECTUAL FACTORS. We may also find evidence of intellectual neglect. There may be tabloid newspapers, sensational tional magazines or unsavory comic books in the home, or perhaps no printed matter of any kind. There may be no radio or tele-

THE rision in the home, or they may be in the home, but under such vision in the state a problem child once reported to the writer, discumstances discontrained in the writer, of don't care for television—I'm never home to see it." Others in the home may be poorly educated or illiterate. Compulsory educated or the home may be poorly educated or illiterate. the home may not have become part of the mores of the home, so that tion may not awareness of education as part of the home, so that there is no awareness of education as part of the social pattern. there is no a language handicap with no English spoken in the home.

NEGATIVE AND POSITIVE. These are some of the factors that every day come to the attention of the attendance officer, that the school may be partially or even entirely unaware of. They represent negative factors, problem-producing factors, which the attendance officer is able to report and interpret to the school, and through which knowledge the school can obtain a clearer, more complete awareness of some of the extra-curricular influences serving to stimulate or inhibit the starched, white-shirted child, sitting unobtrusively in the classroom.

The attendance officer frequently has occasion to report favorable observations from the home to the school, observations which can be as significant in providing insight into a child's behavior. However, children with problems generally reflect negative factors in their homes and communities, and frequently a normalappearing surface calm may overlie areas of severe emotional deprivation.

TEAM MEMBER. The attendance officer of course works as part of the school team, which includes many others among the pupil-personnel services. He seeks the advice, consults with, recommends to, and is an integral part of the service which includes the other specialists, namely the deans, counselors, attendance coordinators, staff of the Bureau of Child Guidance, nurses, special teachers. However, what we have attempted here is to underline the special the special province of the attendance officer, the area uniquely his his a home to the school his his special responsibility in reflecting the home to the school in terms in terms of its physical appearance, its social, emotional and intellectual. intellectual climate. Interpreting the latter is fundamental to his work, essential climate. Interpreting the latter is fundamental to his work, essential to an understanding of the problem child, the

HIGH POINTS [November, 1954]

product of a problem environment. Further there is his correlative responsibility to mobilize all school and community resources to responsibility to incommental factors in the services to counteract any negative environmental factors in the service of the literally hard-to-reach non-attendant child.

Next to the clergyman, the fellow with the worst job in the world is the schoolmaster. . . . How much the world asks of them, and how little they can actually deliver! The clergyman's business is to save the human race from hell: if he saves oneeighth of 1 per cent, even within the limits of his narrow flock. he does magnificently. The schoolmaster's is to spread the enlightenment, to make the great masses of the common people intelligent-and intelligence is precisely the thing that the great masses of the common people are congenitally and eternally incapable of.

-H. L. Mencken, Selected Prejudices

CRITICISM

Beyond doubt, the Master (Confucius) was one of the best teachers that ever lived. His teaching was always informal; he seems never to have lectured but merely to have asked questions, suggested reading and discussed problems with his disciples. He drove his students hard, especially the brilliant ones. His only means of discipline was humorous reproof, but he was capable of biting sarcasm.

One of his best disciples, Tzu-kung, had the habit of criticizing others. Confucius said, "Obviously Tzu-kung must have become quite perfect himself, to have the time to spare for this; I do not have this much leisure."

—Н. С. Creel

A Teacher-Mother Replies

IRMA GELBER RHODES Jamaica High School

I read "Teacher Talks Back!" by H. Fredricka Allen in the rebruary, 1954, issue of Coronet with a heightened awareness of the implications of the article because I am both a teacher and the improvement of the parents of this generation for a parent. It is an indictment of the parents of this generation for a parent. I have failure to establish and maintain standards in four areas:

- 1. behavior
- 2. scholarship
- 3. morals and ethics
- 4. democracy.

It is a serious charge, to which I will attempt to reply neither as prosecutor nor defender, but rather as an impartial referee.

I believe that I am in a particularly favorable position to consider this problem with the right combination of detachment and involvement in the issues, to assure justice to both sides. Certainly my being a teacher-mother is not unique. Happily it has become normal for teachers to marry and rear children of their own. What is unusual in my situation, however, is that I resigned from my teaching position, which I had held for almost ten years in a city high school, to bring up my two daughters. I spent more than a decade away from the classroom as an unhyphenated mother. Not until my own children were in regular attendance at school, did I think of resuming my career. A year and a half ago I was reinstated.

ONE SIDE OF THE COIN. I had left the classroom in the pre-war world; I returned to it two wars later. I expected change; and found it; but I must admit the change was more complete than I had anticipated. There was noticeable laxness in behavior. There was obvious slackness in work. The ethical and moral tone was more relaxed than I was prepared to find.

One day shortly after my return I was so unhappy over my frustrated efforts to teach a particularly poor class that I gave vent to my vexation in a bit of verse that was more truth than poetry. Poetry:

Scanned with CamScanner

When I a pig-tailed pupil was, The magisterial frown Sufficed to keep us all in check. Each mischief, dolt and clown. But now that teacher never frets A single lad or lass, The dunderheads appropriate Authority in class.

The next day I told the class that I had written and dedicated some verses to them, and for the first time that term they actually sat still and listened. Pathetically enough, the golden silence of the moment was tarnished when broken by my rhyme. The students didn't get the grim humor of it at all. They just didn't understand the language, nor did they care to. That class successfully resisted all my attempts to teach them anything at all that entire term.

I have had some other sad experiences during the past year and a half. More than one boy has refused to erase my blackboards. But when a girl told me she would not care to fill a vase with water for me (I had of course supplied the flowers) because she'd have to walk way over to the other side of the building to the girls' room, I was really shocked. Students have called me, "Hey, Teach." They have muttered audibly and sworn inaudibly at me for calling them to account for attitude, behavior, or work. Homework is considered an imposition, especially when it is assigned over weekends. One class was so vociferous in its rejection of a classic text, Silas Marner, that I accepted discretion as the better part of both valor and pedagogy, and substituted The Adventures of Sherlock Holmes for it. (They subsequently ask for The White Company and so read two books instead of the one text originally assigned). My roll book has many entries by the truant officer. Cutting, particularly before holidays, is looked on as a prerogative by an increasing number of students. There has been a devaluation of the mark (American) too. A 90% today is the equivalent of 80% ten years ago. The atmosphere even during examinations is usually elaborately relaxed. Often the only tense one in the room is the teacher. I recall the consternation of one of the girls in my class when I did not accept her test paper because she had been talking to her neighbor. Her chatter had had nothing to do with

TEACHER-MOTHER REPLIES_ A TEACH and therefore she couldn't see why I was so disagreeathe test her "just chatting." These impressions, as I have jotted them down, are chaotic and These impression there is, but that is only part of the picture.

THE OTHER SIDE. Here are some other views of present-day THE Office. Of a lesson in poetry which my superior observed high scrives class recently, he wrote: "The response of the class was in a senior case of the class was remarkably good. Even the boys in the class discussed poetry with remarkably of This was an average, not a superior, group. The selection studied was "Indian Summer" by Emily Dickinson, a difficult poem by a difficult author. These same students, who had started the study of poetry with an air of not-too-well-suppressed rebellion, capitulated completely to Edna St. Vincent Millay's "Renascence." When I finished reading the poem, they burst into spontaneous applause as genuine as the boos they reserved for a less fortunate choice, Jane Austen's novel, Pride and Prejudice. They weren't a well-mannered class, but they were

The same supervisor, visiting another group, observed the following: "I was impressed by the freedom with which the pupils read, and wrote on the blackboard, their own work, and the friendly manner in which they criticized each other's work. These criticisms were frank yet kindly." This was a superior group, and as teachable as any class I've ever had. Much of the work was of college caliber. One student in that class wrote an essay that showed a profound intuitive understanding of the ego-id-superego theory of Sigmund Freud though she was obviously not familiar with the Freudian literature. Her groping for terms in what was to her an unexplored field was a revelation to me.

But hope and comfort can come sometimes from unexpected Sources. Only last week I had a disturbing encounter with a student that proved that "all's well that ends well." I was about to conduct. conduct two lines of girls up from the basement lunchroom when a boy in ice. a boy in jeans and sweatshirt overturned a stool on the landing. to all who heads up, in the path of the lines of students, a hazard to all who used the exit. The boy started to break through the tanks, I was lanks. I was no match for him in size or strength, but my indigna-

tion supplied what sheer bulk could not have. I refused to let him pass and insisted that he pick up the stool and put it back in the pass and historic time the lunchroom. He defied me: "Who's gonna make me? You and who lunchroom. He defied me: "While I was inwardly wonder." lunchroom. He denoted I was inwardly wondering who else? Pick it up yourself!" While I was inwardly wondering what I'd do if he treated me as he had the stool, I was outwardly adamant. "You can't make me do it," he taunted. I sent a girl to summon aid. Meanwhile my brief case, the badge of my profession. stood me in good stead. I had thrust it out in front of me and it was my only bulwark against him. Luckily the other teacher on duty joined me, and the offender surrendered his program card to me, though he still would not pick up the stool. Of course I turned him and his program card over to the Dean, who invited him to a 7 A.M. conference the next morning. What transpired at the session I do not know. I know only that I dreaded to return to my post the next afternoon. But when I did, something I hadn't expected happened. The bully of the day before came over to me shamefaced and said simply that he couldn't explain why he had been in such a fury and offered an apology. After we shook hands. he confided he had been overwrought because he had lost his parttime job, but admitted that though this was an explanation, it was no excuse. The rest of the day it was so sunny in my heart that I never noticed the bleak February sky outside.

In spite of the fact that there are many who flout authority in the schools today, there are more who still hold the teaching profession in high esteem. Read this quotation from a senior paper I have just finished marking: "I plan to teach history and health education because I like to work with younger people and enjoy watching the mental and physical growth of children as they approach maturity. . . . As a teacher, my education will continue throughout life and consequently I will be better able to enjoy life." Another student writes: "There is always the very good prospect of having a steady income in an honored and respected profession. I am immensely interested in people and child psychology, and therefore teaching seems most attractive to me." If we still have still have some young people who feel this way about education, neither teachers nor parents have failed utterly.

AN ADVANCE. On the score of democracy my experience is at variance with the score of democracy my experience is at variance with that of Miss Allen. I shall discuss only one phase

of democracy in action, race relations, because I think that is the of democracy is functioning in our schools. In the best index high school where I teach, Negro students enjoy parity with the white students. They run for and achieve office without discrimination. They attend school functions without discomfort or embarrassment. One of the most popular boys in our present of emparation class is a colored boy of unusual attainments as a scholar, politician, and humorist. An equally distinguished young colored woman, who was a college classmate of mine some twenty-odd vears ago, did not enjoy so secure a position in the classroom society of that day.

ARE PARENTS DELINQUENT? Now let us consider the responsibility of parents for the changed educational pattern of the last decade and more. Edmund Burke said that one cannot indict a whole people. Neither can one indict a whole generation. whether of parents or students or teachers. One can indict individuals. The parents who neglect or abuse or demoralize or disillusion their children are reprehensible. But though there may be more such parents today, merely because there are more parents than there were in the years of the Great Depression, the percentage of delinquent parents is probably no greater than it was. The great majority of parents is normal, and the normal instinct of parents is to nourish, protect, and cherish.

It is, however, true that even normal, intelligent, and wellmeaning parents may still make mistakes. Perhaps in our eagerness not to make the same mistakes as our elders, we have been causing more mischief than we have been avoiding. "Permissiveness," as a doctrine, has been misconstrued by some parents to mean withholding of all guidance, authority, and control. This can be as dangerous psychologically as too much restraint, from which many of my contemporaries suffered, or fancy they suffered, personality damage.

But thought we may have been foolish parents, we have been earnest ones. We take more courses, read more books, and attend more lectures, forums, and meetings on child-care than any other generations, forums, and meetings on child-care than any other necessaries. generation of parents ever did. Maybe that's part of the problem. Perhaps if we spent more evenings at home with the family, there would be spent more evenings at home with the family, there would be fewer difficulties. But there is no glib solution to such a complex situation.

_HIGH POINTS [November, 1954]

Children today are no longer molded by home influences to the same degree as children of earlier times were. My own two daughters hear good English in our home. The atmosphere is one of books, music, sculpture, drawings, and above all of loving kindness and consideration. But our moppets sound more like the children they play with than like us. They are hardly models of "sweetness and light," as becomes evident if one has a crumb more of cake than the other. Still it is probably better for them that their education should be a gradual evolution. If they spoke just like us, they couldn't communicate satisfactorily with their own contemporaries. If they behaved like us, they'd be the prey of less civilized children.

"AMEND WHAT FLAWS MAY LURK...." The Atomic Age is not a happy one for growing children. It is one of rapid, if not violent, transition. It is a period of economic, political, and social instability and insecurity. We are more aware of the impermanence of life on this planet than was any previous generation. These influences are so pervasive that we cannot counteract them entirely. We must accept them and adjust ourselves and our children as well as possible to the world in which we must live.

This we cannot do by placing blame on any one factor in a highly complex social organization. Nor can we accomplish anything by abdicating our high office of teacher and guide to the young, no matter how unprincipled, how unruly, how boorish, how doltish, how materialistic, how uncooperative, or how ungrateful we may find them. In fact, the greater the challenge, the greater is the victory.

Let us apply Ben Ezra's philosophy to our young:

"So, take and use thy work, Amend what flaws may lurk, What strain o' the stuff, What warpings past the aim!"

The Use of Gymnasium Apparatus JOSEPH C. SALTMAN Bronx High School of Science

It seems to take wars to point up the need for physical, mental, and emotional fitness in the nation's youth. The fundamental characteristics of the condition of health are organic vigor, mental and physical coordination, strength, endurance, agility, balance, flexibility, mental alertness, and emotional stability.

In times of emergency more than a third of the men examined have been declared unfit physically or emotionally for military service.

Major General Lewis B. Hershey, Director of Selective Service, reported to the Interstate and Foreign Commerce Committee of the House of Representatives on June 9th, 1952:

"Allowing for various contingencies subsequent to the Armed Forces physical examination—such as voluntary enlistments and reclassifications for deferment purposes—a very conservative estimate would show that somewhat more than one-third of all the persons examined for military service were disqualified for physical, mental, or moral reasons. Statistics on the examinations conducted by the Selective Service Boards indicate that the main causes for rejections during World War II, in order of prevalence, were eyes, teeth, musculoskeletal defects, and cardiovascular conditions for white registrants."

On December 6th, 1953, the newspapers carried an article headlined "U. S. Children Called Too Soft." The NEA's Association for Health, Physical Education and Recreation had conducted a series of muscular fitness tests and reported that American children were now less physically fit than European youngsters.

THE PHYSICAL EDUCATION PROGRAM. The trend has been toward mild recreational activities for the majority while strenuous competitive activities have been encouraged for the small minority.

There are two general phases in our physical education program: (1) the 40-minute gymnasium class assignment which is a "teaching" period and not purely a "play" session, (2) the afterschool recreational activity time in the intra-mural and inter-

scholastic sport programs.

The gymnasium class teaching period provides the opportunity for developing in the individual organic power, and for instilling in the individual an interest in sport participation through the acquisition of some skill in the various fundamental sport tech-

niques.

Gymnasium apparatus stunts, plus vigorous big muscle calisthenic drills, and the individual athletic skills such as running and jumping, are the very foundation of a physical education program which will toughen and strengthen the youth of our country. Let us not make the mistake of overemphasizing the "Worthy Use of Leisure Time" objective at the age of our students in the junior and senior high school. Their present need for building strong, well-controlled bodies is basic if they are to engage later on in sports of such high requirements in technical skill as tennis and golf.

GYMNASIUM APPARATUS. The real purpose of apparatus is often little understood by many educators. There appears to be some doubt as to its value in furnishing play and educative activity. It has even been suggested that apparatus be dropped from the list of standard gymnasium equipment.

No one who has ever experienced the joy and thrill of achieving a "kip" on the horizontal bar or a simple "knee mount," a "shoulder stand" on the parallel bars or just a "rear scissor," a "hand stand" on the mat or just a few "forward rolls," would ever think of eliminating apparatus stunts from the program.

Modern conditions do not require man to climb trees, suspending, lifting and swinging the body, but the biological need remains the same. Apparatus exercises are ideal to satisfy this need. One has only to observe children in the neighborhood playgrounds on the monkey bars, to realize the truth of this statement.

Dr. Sargent, a pioneer in physical education said, "When our schools and colleges give up textbooks and apparatus to aid in the teaching of the sciences, it will be time to talk of dispensing with apparatus equipment in the gymnasium in its promotion of physical development cal development."

Dr. Gene Wettstone, Olympic gymnastic coach and professor

THE USE OF GYMNASIUM APPARATUS Pennsylvania State College says, "I cannot think of a physical at Pennsylvity that is more urgent in our junior and senior high schools activity that a good course in tumbling and gymnastics. ... Vigorous than a godeveloping strength, flexibility, and balance, as well as binesthetic and esthetic sense, is more and more needed by our kinesthering boys and girls in this television era. . . In peace time growing as in war time the need for body development in strength and grace is essential in order that future recreational activities and grace on with greater proficiency and enjoyment and with less fatigue."

Professor George T. Stafford, health coordinator at the University of Illinois states, "Our records from World War II showed our boys to have been weak in arm, shoulder, and abdominal strength. Gymnastics are known to take care of these areas."

A gymnasium without apparatus would be like a swimming pool without water, to those who appreciate the values that would

be lost.

VALUES OF APPARATUS STUNTS.

1. Boys like apparatus stunts. They appeal to the natural urge to try a stunt.

2. Apparatus exercises can be adapted to the individual needs

of all ages and both sexes.

3. It is a physiological law that a muscle grows only when it is stimulated to greater effort than the usual and the habitual. Apparatus exercises possess peculiar and inherent stimuli to maximum effort; yet they do not overtax the vital organs because the effort put forth is not sustained for any great length of time.

4. Apparatus exercises employ certain auxiliary muscle groups, especially those of the upper arms, the shoulder girdle, the abdomen, and the back, which are either neglected or insufficiently

used by other activities.

5. Instead of one special and sustained maximum effort such as is required in running, for example, we have, in apparatus work work, a variety of movements and effects occurring within a very short time. This calls for great muscular coordination and nerve

training, and it develops power. 6. Apparatus exercises are self-expressive activity. The learnhope and involves endless repetitions, each leaving enough hope and encouragement to try again. This means perseverance,

determination, the desire to attain, and then the joy of achievement.

7. Apparatus stunts develop courage and self-confidence. The 7. Apparatus stuffed and interchange of mental states with neuro. muscular action are bound to result in some physical skill, dexter. ity, quickness, strength, suppleness, litheness, and endurance. This helps to build personality and character.

8. The normal boy or girl is interested in stunts. The physically handicapped, the obese, and the weak will not like this activity because they are unable to achieve. The joy of attainment is absent.

9. Social values are present in apparatus work. Just like other activities apparatus work is performed individually, in groups, or as members of teams.

10. Apparatus exercises may be carried on outdoors and indoors in limited areas. Large numbers can exercise at the same time. This is most important in gymnasium classes with 100 to 250 registration.

11. Objective tests can be given to determine the progress being made by each individual.

12. Exercise carried to the "second wind" stage results in the development of increased endurance, but exercises carried to the stage of exhaustion as in many competitive sports may do harm.

13. In apparatus stunts, groups of muscles may be singled out for intensive compensatory development. When activity is limited to a few sports, certain muscles may not be reached sufficiently to be developed to any appreciable degree.

14. In the Northern states at least one half of the school year is unsuitable for outdoor work. Apparatus exercises can be conducted indoors during inclement weather and all year where there are no outdoor facilities.

15. Apparatus exercises develop muscular coordination or neuro-muscular control in the twisting, turning, bending, circling, and swinging movements which occur in rapid succession during the various routines.

16. Poise and equilibrium are outcomes of the sense of relocation in gymnastic stunts.

17. Safety and self-preservation are inherent in the apparatus stunts through learning how to fall, how to vault, how to climb a rope and how to descend, and how to pull one's body up over THE USE OF GYMNASIUM APPARATUS

Gymnastics improve the entire musculature, encourage 18. Cylindrick and correct decision and action, build upper body strength, and maintain the acme of physical fitness.

From the above values we may state the specific purpose of apparatus, floor, and mat stunts, to be: to develop organic vigor apparatus, and complete body control by a series of progressive stunts which and complay the various muscle groups not reached through the call line program; to instill a feeling of self-confidence and of courage; to make it possible for every student to experience that lift in thought which comes from the satisfaction of physical achievement.

EXPERIENCE. Mr. John Balen, physical director in the San Pedro High School, San Pedro, California, reported the following: "There are 38 high schools in the Los Angeles City system. Of these all but 3 or 4 participate in gymnastic activities. We have symnastic interscholastic competition the same as in football, basketball. . . . Our schools are set up in five leagues, about six to a league. Dual meets are held, followed by league finals and city finals. The final winners are quite good. Aside from the competitive phase, gymnastic activities fit into a well-rounded physical education program."

In the November 5th, 1950, edition of Education Summary the following statement was noted: "The value of apparatus activities in recreation and physical education is being overlooked in too many schools, according to W. K. Streit, Director of Physical Education in the Cincinnati Public Schools. No other type of activity, he points out, provides opportunity for maximum development of arms and shoulders—muscles in which American youth show a decided weakness, according to armed forces tests."

Fourteen of the sixteen high schools in the Philadelphia, Pa., system include gymnastics in the regular program and have teams entered in an inter-scholastic tournament.

It has been found that gymnasium apparatus is standard equipment in schools throughout the country. The Army at West Point and the Nr. and the Navy at Annapolis make a stated amount of physical education activities in the gymnasium—including gymnastics—com-pulsory for the gymnasium—including gymnastics—com-Pulsory for all. Annual intercollegiate gymnastic tournaments are conducted.

HIGH POINTS [November, 1954]

Thuosands of students who are unable to master the difficult techniques of sports like tennis and golf, and who cannot qualify on varsity or class teams, find an outlet for their desire for some physical achievement in gymnastics.

When gymnasium equipment, including the mats, are kept in good repair, when stunt charts are posted at the apparatus stations with stunts listed in progression as to difficulty, when leaders are trained as spotters, when sufficient demonstrations are given, and when the entire gymnastic program is carefully supervised, the incidence of injury is negligible.

OBJECTIVE TESTS. Three hundred seniors-4th-year students -were examined in the following five stunts, which are considered elementary. The poor showing made by the group reveals the fact that not enough time is being allowed in the students' programs for physical education activities. It would be an interesting study to compare these results with those in other high schools.

The number out of the 300 4th-year students tested who were able to perform the stunt is listed directly after the description:

1. Horizontal Bar:

A knee mount, carry leg back to front rest position-with forward roll dismount: 158

2. Ropes (16 feet): Climb to the top, using hands and feet, travel one rope—and descend (hand under hand): 184

3. Parallel Bars:

From front rest position at end of bars, three forward travels (cross riding seat), back scissor—front dismount: 147

4. Horse:

From front rest position between pommels, feint left and double cut to back rest-quarter turn forward dismount: 65

5. Mats:

Two forward rolls followed by two backward rolls: 228

6. Number able to perform all five stunts: 53.

The writer will be glad to send copies of the appartus charts posted in the gymnasium as well as the point-scoring pentathlon self-testing classification events to any of his colleagues who may wish to receive them. The writer would also welcome receiving the results of the above test given to 4th-year students.

Films of Special Interest

Exceptional motion pictures reviewed for teachers by the film (Exceptional of the School and Theatre Committee, N.Y.C. Associachairman of Teachers of English. For further details consult your S.T.C. representative.)

HANSEL AND GRETEL (Broadway Theatre)

If you had any premonitory chills when you read that Michael Myerberg's film version of Hansel and Gretel was produced with Myerocia with electronically-controlled puppets called "kinemins," shake them off at once and—grasping the 50¢ discounts well in hand—proceed with your smallfry to the Broadway Theatre. The Humper-

dinck opera has never appeared to better advantage.

Not only are the "kinemins" surprisingly flexible and versatile, with a kind of Hümmel charm, but the human voices are highly satisfactory, the dialogue by Padraic Colum is simple and humorous, and the taste of the whole is gingerbread-at-its-best. In the words of Miss Amy Kaiser, arbiter of the fifth-grade elementaryschool set, the movie Hansel and Gretel is not so wonderful as the opera Hansel and Gretel (Miss Kaiser is a devotée of the New York City Opera), but it is wonderful.

Especially engaging is the film's witch, Rosina Rubylips. As sung by the celebrated Miss Anna Russell, she is something special in the line of witches. Whether she is tying her repulsive but carefully-tended locks in a chiffon bandanna before taking off on her broomstick, or looping-the-loop under the moon in ecstatic contemplation of Hansel-on-toast, or retiring for the night in the style of a vulpine Camille, Miss Russell is very, very funny. It would be worth your while to borrow a child and go to Hansel and Gretel

just to catch her act.

RECOMMENDED FOR ADULTS (The Film Societies)

Film Directions, a private film society holding screenings of unusual films in the auditorium of the Museum of Modern Art and the Hungary To the Auditorium of the Museum of Clair, not seen the Hunter Playhouse, offers two classics by René Clair, not seen here in a land the Million, here in recent years, Le Chapeau de Paille d'Italie and Le Million, and selected years, Le Chapeau de Paille d'Italie at the Venice, and selected documentaries which have won prizes at the Venice, Cannes and Selected documentaries which have won prizes at the Venice, Cannes and Edinburgh film festivals. A characteristic program, scheduled and the Sciences." scheduled for December 17, features "Film and the Sciences."

HIGH POINTS [November, 1954]

Membership information is available from Film Directions, 30 Fifth Avenue, New York City, or from Algonquin 4-6518.

Cinema 16, the largest of the nonprofit film societies, has some interesting "special events" to offer members this season in addition to the seven regular showings of documentaries. They include a travel-film classic, Yellow Cruise, which is a record of the 1930 Citröen-Haardt expedition across Afghanistan and the Gobi Desert to Mongolia; and Fires Were Started, the first American showing of the complete version of the masterpiece of Britain's great documentary artist, the late Humphrey Jennings. Write to Cinema 16, 175 Lexington Avenue, New York City, for a detailed program and for membership information.

The Group for Film Study will hold its fall and winter screenings at the 92nd Street "Y" and will offer eight evenings of "meet the film people" programs, on Wednesday evenings once a month October through June. There will be performances of film classics along with personal appearances of film stars, directors, et al. Write to Gideon Bachmann, 3951 Gouverneur Avenue, New York City,

for further particulars.

Film Forum, "a group for the advancement of the art of the film," has not announced its 1954-1955 plans as we go to press, but its programs last spring were excellently chosen, and you would do well to inquire of the corresponding secretary, Adolfas Mekas, 95 Orchard Street, New York City (CAnal 6-2245), about this season's rates and schedules.

THROUGH THE LOOKING GLASS (Movies about Movies)

At the Museum of Modern Art daily at 3:00 and 5:30 P.M. now through December 5 will be presented a series of programs of "films about films, film-makers, and film-making."

The schedule follows:

Nov. 8-14: The Life and Death of a Hollywood Extra (1928), directed by Robert Florey. The Last Command (1928), directed by Josef von Sternberg, with Emil Jannings, Evelyn Brent, William Powell.

Nov. 15-21: Shooting Stars (1928), directed by Anthony Asquith, with Brian Aherne. Her Screen Idol (1923), produced by Mack Sennett, with Louise Fazenda and Ford Sterling.

Nov. 22-28: Doubling for Romeo (1921), with Will Rogers

(excerpt). Sherlock, Jr., directed by Buster Keaton, with Keaton. (excerpt). Dec. 5: "Home Movies" (1920-1940), film personalities, shot off the set by their colleagues. Technicolor Tests (1922-1935), directed by Robert Edmond Jones. First Screen Tests (1940-1950), Danny Kaye, Vivien Leigh, Gregory Peck, Jeanmaire, others. Test Shots (1937), for a sequence from You Only Live once followed by the completed sequence as directed by Fritz Once The Assassination of King Alexander (1934). The edited lang. The Assassination of King Alexander (1934). The edited newsreel as released, followed by all the footage shot by the cameraman before it was edited into screen form.

RUTH M. GOLDSTEIN

Abraham Lincoln High School

THE EDUCATED MAN

The marks of an educated man: 1) He cultivates an open mind. 2) He always listens to one who knows. 3) He never laughs at new ideas. 4) He knows the secret of getting along with other people. 5) He cultivates the habit of success. 6) He links himself with a just cause. 7) He knows it is never too late to learn.

-Dr. Albert E. Wiggam

LANGUAGE STUDY

A son at college sent his mother an itemized list of his expenses, along with a request for an additional check. The mother complained to her friend that the expenses were just terrible. "And look," she said, "it's the languages that cost the most—Scotch, \$50!"

-Northwestern Bell, Northwestern Bell Telephone Co.

Education in the News

"We boil at different degrees."

In an army full of generals who will do K.P.? Can a system of education which prepares everyone for leadership take cognizance of society's need for "hewers of wood and drawers of water"? Can recognition of individual differences delimit and define such differences by uniform fiat? Can legal drop-out age sixteen be stratified as the saturation point of learning for all pupils who are separated from formal education at this time? Are there not some pupils who reach this point of diminishing returns at an earlier time?

These questions have been raised mostly in terms of our Dale Carnegie-Babbitt stereotype of American success and leadership. The point is made that American education tends to overstress the training of leaders, and that our learning apparatus is geared to stereotyping pupils as aggressive, hail-fellow, back-slapping, grinning, and get-it-doneistic. In the process, says our author, quoted below, we are enormously unfair to the drop-outs, who number 50 per cent of all entering high school freshmen the country over, and to those young people whose point of no return, educationwise, is reached before the magical age of sixteen.

The author is on valid ground when he states that not all children are emotionally and intellectually alike and, consequently, any arbitrary line—such as age sixteen—is bound to be invalid for many pupils. However, he ignores, by implication, a core of constants which should be part of everyone's heritage in the early years of education. He does not state clearly enough what type of education would be practicable—let alone the kind of administrative machinery required to set it up—in searching out every last individual's individual differences. He is sound when he ascribes less holiness to techniques such as sociograms which ferret out the "leader" and the "most popular pupil," when he gives appropriate importance to those individuals who are somewhat shy and retiring, who make fewer and more lasting friends, and who, in short, prefer the quieter bypath to the busy highway. Imagine a roomful of bustling, grinning, zestful lions-of-the-party!

The old bromide about Mexican generals and no soldiers may be compared to the author's thesis about leaders without followers;

it has a musical comedy lilt. We have done less than enough in developing a concept of followership, and even less for those youngsters who, ready at age fourteen and fifteen to terminate their education, are at sixteen more than ready to separate themselves from what to them, in many cases, are the halls of poison

Following are some excerpts from the pen of Mr. Walter B. Barbe, Assistant Professor of Elementary Education at Kent State University. His thesis was outlined in an article, "Must Everyone Be Trained for Leadership?"—in the November, 1953, issue of the Educational Forum.

"American education has come to the strange position where everyone is being trained for leadership. The fact is ignored that few can be leaders, that most must be followers. . . ."

"... If it is the aim of public school education to develop each child to the limit of his capacity, then it is necessary to recognize that each child has limitations, that there is a point beyond which he cannot profit..."

"... The fact that we have a law which cannot be violated, which says that every child must continue to attend school up to the age of sixteen, completely violates the principles of child development which educators are constantly urging us to accept..."

"... From the very earliest age, children are impressed with the fact that they should go into the professions. I want to be a doctor is a familiar response from a child. If not a doctor, then a lawyer or an engineer... The pressures of society soon teach the child that the desire to be in the professions is the acceptable one. The fact that only about seven per cent of the population is in the professions is completely ignored..."

"... Psychologists frequently warn us against setting goals too high for ourselves, but little attention has been given to the effect of setting goals too high for our children. Imagine the adjustment involved after having expressed the desire to be a doctor for several years a boy discovers that, because of limitations in his ability, completion of the tenth grade is virtually impossible..."

"... In order to be a leader, it is thought that an individual must be the gregarious, How to Win Friends and Influence People, extrovert. Everything possible is done in the public schools to develop these characteristics of which society approves. There is no place for the retiring child; withdrawal is a certain sign of emotional maladjustment. Every child must want to play games and be the captain; every child must like and be liked by all others; every child must have a definite opinion on every topic. In this way, the schools are developing leaders..."
"... If the happiest individuals are to emerge from our public schools, there must be a place for the child who like to read even better than he likes to play baseball, who enjoys music more than he does a football game. The irony of the situation is that such a child is looked

upon as a social misfit..."
"... There are definite steps by which the situation can

be remedied.

"1. Early identification of the ability level of the child is essential... His conception of the types of jobs he wants should definitely be steered along lines of his interest, but even more important, along lines of his ability...

"2. Guidance of a vocational nature is needed from the beginning of life.... The present system is to give the child vocational guidance in his last year of high school. Nearly half of those who entered school have already withdrawn by that time, and are lost forever to the services which the school might have offered. These drop-outs are the very boys and girls who actually need the counseling most...

"3. More training is needed in the schools for particular abilities. . . . Examination of the schedules of students who have dropped out of school early clearly indicates the inadequacy of the curriculum and the need for immediate action to remedy the situation.

"4. The attitudes in the minds of teachers and parents toward non-professional occupations must be changed....

"5. The fact that not all children will be extroverts must be recognized. Some children will make many friends easily, while others will have only a few. It is impossible for us to decide which is the more acceptable behavior, socially...."

JACOB A. ORNSTEIN

Junior High School 127, Queens

REMINISCENCE

The children had all been photographed and the teacher was trying to persuade them each to buy a copy of the group picture.

"Just think how nice it will be to look at it when you are all grown up and say, 'There's Rose; she's married,' or 'That's Billy; he's a sailor.'"

A small voice at the back of the room piped up, "And there's teacher; she's dead."

-Maclean's

THE TEACHER

Beyond the book his teaching sped,
He left on whom he taught the trace
Of kinship with the deathless dead.

—From Ionicus, by Sir Henry Newbolt

Chalk Dust

Do the pupils supply teaching materials in your subject, as they do in Mr. Mermelstein's classes? Tell us about it briefly (150-250 words). Write to Irving Rosenblum, Willoughby Junior High School, Brooklyn 37.

GET OR GIVE?

The scientific curiosity of our pupils is not dampened by the use of common, familiar materials. If anything, extra satisfaction is derived from the use of articles supplied by the pupils themselves. In a lesson on magnetism, for example, it may be wiser to get, rather than give, materials for the "let-me-try-it" demonstrations.

Most likely some of the girls in class use spring metal (steel) in their hair. Bobby pins are a good source of metal for making permanent magnets. With two magnetized bobby pins on each desk, the children can enjoy themselves.

First straighten out a pin and then magnetize it by stroking it in one direction with a permanent magnet. A second pin is treated in the same way. It is not difficult to balance a straightened, magnetized pin on a flat level surface so that it can spin around on the small bump protruding from the center of the pin. Rubber tips on pins should be removed.

The children may demonstrate the attraction and repulsion of magnetic poles, and they may spin the pin around to simulate the armature of a motor. With care, the straight pin may be bent into a V shape to give a field resembling that of the horseshoe magnet. The usual field patterns may be developed if a very fine iron powder is used. Sift regular fine iron powder through a few layers of fine guaze.

In any case you will find that many science experiments and demonstrations can be carried out with simple materials provided by the students.

LEONARD MERMELSTEIN

J.H.S. 162, Broooklyn

High Points

TEACHER

The teacher stands before the class and sees His son in many facets: bright, opaque, And something undefined. Here thought may freeze To nought or chain-react a world awake. A spark is caught and coruscating finds Beneath the surface unsuspected light; United purpose channeling young minds Uplifts the teacher too to greater height.

The students change and yet remain the same: The diffident, the bold, the dour, the gay-Each one, unique — but echo those who came Before, stayed for a while, and went their way. The stream of pupils moves beyond his reach Though something of the teacher goes with each.

Brooklyn High School of Automotive Trades SAM BERGMAN

A PLEA FOR OUR "INCORRIGIBLES"

Eddying around us in the school stream are whirlpools of distress which we see as belligerence . . . aggression . . . obstructionism . . . and defiance. As ordinary classroom teachers, we must skirt these hazards so that we may guide the rest of our charges to their various ports of call.

This figure of speech will hold as long as we think of these disorganized saboteurs as inanimate obstacles in the path of our pedagogical progress, but when we consider that they are children in trouble, we will have to stop and think a little.

In my position as teacher of fifteen "incorrigible" girls, I have been forced to change my preconceived ideas many times in the course of my work. I started with an inflated opinion of my per-Suasive personality. I would charm these poor misunderstood creatures into seeing the errors of their ways and re-induct them into a normal school pattern. What a rude awakening that was!

Then I developed extreme feelings of condemnation for the Parents whom I saw very frequently on "home visits." They were either too soft or adamantly unyielding. They seemed either to be callously unconcerned with the fates of their children or absolutely convinced that a severe beating would solve all their problems. A trait common to both types was the opinion that their girls were "no good"—not worth the time or trouble of either the parents or the teachers. There was not much resentment against the school

-just against the child for causing so much annoyance.

What kind of people were these? They did not even worry about their children. Consequently the girls did not worry about themselves. Or did they? What was behind the profane language. the rough behavior, the tomboy clothes (dungarees, boys' shirts, hair in pin curls under tightly bound kerchiefs)? When their defenses were down, the girls dropped the rough springiness of their walk, slumped in their seats, spoke at random at first and then with real heat of their disturbances of the moment. A spontaneous word would toss all the girls into a tumult of resentment against the pressure of the moment—a parent, a boy friend, a teacher. But what a revelation of the chaos beneath! Their eyes would cloud with distress. But just as teachers are handicapped by a lack of adequate scientific help, so these girls are practically submerged by problems too great for them to handle. Their parents, as I now realize, are almost as helpless because they too grew to adulthood (not maturity) without necessary guidance or without even awareness of their difficulties.

CASE HISTORY. As an example, here is one case of a full-

fledged incorrigible delinquent:

D. was a member of my class of February, 1953. At this time she was 15 years old. She had been a member of this class (discipline core) the previous term under a different teacher. Originally placed in the class because of disruptive behavior in the school, she had been reported for insolence, non-cooperation, fighting, and the like by practically all of her teachers. As a member of my class, she had already acquired a reputation. The girls were afraid of her and accepted her as a leader. They followed her suggestions: to ignore the teacher's requests, to be on hand for Saturday night dates, to engage in rough and tumble wrestling, or to dance in "apache" fashion.

I tried to build on her art ability since she is a fair art student. We went to the Brooklyn Museum where the director of the teenage art classes offered her a scholarship (for rehabilitation purA PLEA FOR OUR "INCORRIGIBLES"

She seemed to be considering the offer and even said she posed go, but she never did.

she engaged in some academic work with the class occasionally. She engage always intelligent when she did it, but that was not Her work. When I suggested that the girls take a rather interestvery official very personality test, D. said that there was no point in her doing of since she knew her personality to be undesirable.

Her mother came to see me on one occasion. She asked me to help D. There was trouble at home. The father was very strict with the girl. He had refused to allow her to leave the house at night, but of course she had left on some pretext. When she did not return at the set time—9 o'clock—her father locked her out. D. had pounded on the door quite a while and then the father had let her in and given her a thrashing. The mother wept as she related the story and pleaded for my assistance. However, on such short acquaintance with the girl—two days at this time—I told the mother it was impossible for me to be of much help.

Unfortunately, when D. had been in the class only two months, she got into a fight with another girl in the group, pulled a switch knife and was restrained from killing her classmate only by a miracle. After this incident the school felt it necessary to discharge D. in her mother's custody. She was sent out of town to live with a married sister for a while.

A short time ago I heard from Children's Court that D. had been brought in by her parents who finally admitted defeat. The

girl is now being sent to a "600" school.

Let us glance at the school record of this girl who has now graduated from an incorrigible to a delinquent. From the first to the eighth year of elementary school, each teacher had made notations as follows:

1. Seems to be nervous.

Very thin and temperamental.

Emotionally disturbed.

Unsatisfactory in working and playing with others.

Does not respect the rights of others.

In her sixth year, she was placed in an "opportunity class." In eighth was Work not up to capability. (I.Q.-115). her eighth year, she was placed in an "opportunity hat eighth year, she "appeared ill," had "poor muscular coordination" and all appeared ill," nation" and showed "undue restlessness."

When she entered high school with this school experience behind her, her rebellion continued on a more conscious level until, as stated previously, she was placed with the incorrigibles.

WAITING IS FATAL. Now she has joined the ranks of the millions of delinquent children in our country. Attorney General Brownell is "deeply concerned over the increasing incidence of juvenile crime." Last year, he said, 2,544 boys and girls under 18 were arrested for various crimes. The situation is crucial and demands urgent action.

The ideal solution would be a psychologist, psychiatrist, and psychiatric social worker in every school. At the very least, let us have a place to take our problems when they arise. Waiting is

often fatal.

MABEL D. STIMMEL

Lafayette High School

DISCIPLINARY TECHNIQUES

As a result of the growing problem of discipline which has developed from changed pupil attitudes and a rapid turnover in staff, the principal of our school organized a committee* of the faculty to study the problem.

After a number of meetings at which the problem was discussed and suggestions made, a report was drawn up which includes specific techniques based upon the experiences of the committee members. It was felt that new teachers could benefit from such specific suggestions. At the same time, even experienced teachers could perfect their own disciplinary techniques in the light of ideas successfully employed by others.

The report that follows makes no pretense of being definitive. However, it may be of some practical value in other schools, as

well as in our own.

General Considerations

1. The most desirable form of discipline occurs when control is exercised by the pupil voluntarily (from within). This DISCIPLINARY TECHNIQUES_ type of control arises mainly from the pupil's feeling of type of the school and an awareness that the things he is learning are of value.

Where such a feeling is lacking, the teacher must first of all strive to inculcate it so as to bring about discipline from within the pupil. This may be done by striving for a pleasant classroom environment in the following ways:

a. Taking a personal interest in the pupils, asking about their health when they have been sick, speaking to

them about their problems, and the like.

Maintaining a pleasant manner as far as possible, and smiling—even when it hurts.

c. Adapting the level of work to the needs and abilities

of the pupil.

d. Telling occasional jokes and laughing with the pupils.

- 3. However, these techniques may not solve the discipline problem and the teacher may be obliged in many instances to exercise discipline from without.
- 4. Discipline is everybody's problem every minute of the day. A gentle but firm and vigilant insistence upon good manners and correct deportment should be maintained by the entire faculty at all times.
- 5. Pride in the school as a friendly, serious, "business-like" place should be developed and maintained by both faculty and student body.

Disciplinary Techniques

The following suggestions are subject to adaptation to the individual personality of the teacher.

1. Talk to the pupil after class. Asking the pupil to remain after the second after the sec after the class is a very mild form of punishment (disapproval) proval) which will suffice in some cases. It is best to use the mild forms I mild forms before the severe ones are used. The latter may then often 1 then often be avoided. The talk after class should be friendly and should and should seek to establish a personal relationship in which the pupil the pupil feels you are anxious to help him.

^{*} A. Auerbach, J. Breslin, H. Cohen, T. Doyle, L. Kelly (secretary of committee) C. J. C. Buchlis committee), C. LaGrasse, A. Login, R. Marcus, W. Persichetti, H. Ruchlis (chairman of committee) (chairman of committee), A. Salman, M. Shapin, and M. Tarr.

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- 2. Ask the pupil to stand up. Frequently, the pupil does not Ask the pupil to stand may feel that punishment is com. ing. The teacher then discusses the improper behavior and obtains a promise of improvement.
- 3. Avoid the open clash whenever possible by (a) using mild punishment and (b) making sure the pupil understands why he is being punished. Often, an open clash in which the class does not agree with the teacher may create problems with the other pupils.
- 4. Don't utter a threat that you do not intend to carry out. A mild punishment speaks louder than an empty threat. The latter will be discovered soon enough by the pupils.
- 5. Disciplinary problems in slow groups may be reduced by varying the nature of the work throughout the period. The attention span of slow pupils is short. Alternate written work with discussion.
- 6. Assign definite, achievable work in slow classes. Try to have the pupils get satisfaction from whatever work they do. Praise them for class work. Register friendly disapproval when they don't do the work. Select the outstanding work of pupils and praise it. Praise slow pupils for good work at their level. Many pupils like to make charts. Encourage such work.
- 7. When a class is excessively noisy and does not listen to a call for attention, the teacher might call upon one offender by name in a somewhat raised voice. The pupil is asked to stand. The teacher asks the pupil if he has heard the request for attention. By means of further questions, the teacher elicits self-criticism from the pupils and a promise not to repeat. Meanwhile the act of standing has caught the attention of the others and the teacher may then proceed with the lesson.
- 8. Occasionally, an enforced silence period may be effective. The teacher explains why it is necessary to do this and then insists upon absolute quiet. Usually, five minutes (or less) of such a silence period will suffice and the lesson may pro-

DISCIPLINARY TECHNIQUES_

ceed. This is a much better procedure than attempting to talk above the noise—a situation which tends to deteriorate.

- When conducting a class through the halls for a film (or similar activity), the class is often too noisy and is likely to straggle. The teacher turns the class around, directs pupils to their seats, explains why quiet and order are necessay, and starts out again. If there is little improvement, return once again. If necessary, cancel the event and substitute some other form of work. In later periods it will usually suffice to remind the pupils that they did not see the film once before because of noise.
- 10. A joke or quip is often effective in handling disciplinary situations. For example, a pupil asked to stop talking says. "I wasn't talking." Rather than challenging the truth of this statement and possibly precipitating an argument, the teacher quips: "I am not here either" or "Very well, you weren't talking; you were just making noises with your mouth." Such a statement brings a laugh, the falsity of the pupil's position is exposed, and the class may be brought back to attention in a good-humored manner.
- 11. Every class has a certain norm of behavior. The norms will differ for grades, subjects, and classes by virtue of prior experiences. Behavior that is not tolerated in an upper term physics class may have to be tolerated or often ignored in a lower term general science class. The teacher should decide what this norm is and strive to elevate it. Setting up standards too far above the norm may make improvement difficult. Time is also an important factor. Steady, moderate daily pressures may effect major improvements during a term.
- 12. A pupil (unknown) disrupts the class by hiding books of another pupil (or causing a similar disturbance). The teacher explains why the act is wrong. Then he asks that the books be returned, while promising that no punishment will occur this time. If necessary (and not in all classes), turn your back for a moment to allow the pupil to return the books. If this does not succeed ask that the books be

returned at the end of the period. After the books are returned (as they are in most classes), spend some time discussing the disruption caused by the "joke." Couple this with vocational aspects and the importance to many pupils of a high school diploma in making a living or advancing in a job. Point out how the prank stopped the lesson and thereby reduced the effectiveness of learning for the period. Ask that this not happen again and that if it does, it will be the responsibility of the entire class to stop it. Those who want to learn should prevent disruption before it comes to the attention of the teacher, so that an interruption need not occur again.

- 13. Continual stress on consumer and vocational aspects of your subject are important in reducing discipline problems. Tell the class about former pupils who were helped by your subject. Show the pupils civil service examinations and point out how they would need the subject you teach to pass such exams. Then, when a discipline situation arises, the class may be drawn into exerting social pressure against the offenders.
- 14. Some teachers use a zero as a disciplinary procedure. Not all members of the committee agreed that this is a good procedure. However, if not abused, a zero might produce correction in many instances. Where possible, it is better to substitute more desirable methods of achieving discipline.
- 15. Relax a severe punishment where the pupil indicates some readiness to mend his ways. For example, if you contemplate sending a "pink card" to the dean, write the card and show it to the pupil after class when you are alone with him. If he indicates willingness to change, give the pupil a chance to do so. This procedure may often avoid an open clash, reduce the work of the dean, and produce results (in a more desirable manner).
- 16. Make sure that the punishment is not unjust or too harsh.

 It should be a like the punishment is not unjust or too harsh. It should be clearly reasonable—at least to the rest of the class. Be ready to discuss the reasonableness of a punishment with the armit of the reasonableness of a punishment with the reasonableness of th ment with the pupil (of course, not in every case). An unjust

DISCIPLINARY TECHNIQUES_

punishment embitters the pupil and often precipitates greater disciplinary problems.

- 17. Consult the dean's files and the permanent records to get as much information as possible about a pupil who is a disciplinary problem (as the result of a broken home, poverty, beatings at home, etc). Such information often indicates the cause of the difficulty and may suggest a solution. It may also indicate the procedures that should not be attempted.
- A letter to the parent from the teacher is effective in many cases. The letter should be very friendly and indicate that the teacher is seeking to help the pupil. Consult with the dean first to ascertain background facts that may render a letter useless or even harmful.
- 19. Avoid class criticism where the problem arises from individuals. Thus, it is unwise to punish an entire group for the misdemeanors of a few. This procedure antagonizes the class and increases the teacher's problem. Often a pupil will insist that he is not guilty of an act while the teacher has reason to believe that he committed it. Unless there is direct proof, do not insist on punishment. Such unjust punishment will antagonize the pupil and the rest of the class, and will probably make the matter worse.
- 20. Keep your temper. Raising your voice is necessary on occasion (though not too often), but it should be done without an excessive display of anger. If some emotion cannot be helped, be sure to calm down as soon as possible by proceeding to some form of work for the pupils (and yourself).
- 21. Keep the pupils busy. Many problems arise from idle moments. Some teachers utilize a five-minute quiz at the beginning of each period. Others put on the board at the beginning of the lesson questions which the pupils must copy. This is not "busy work" in the sense of wasting time, but may actually contribute greatly to the learning process particularly for slow pupils.
- 22. Accede to pupil requests, where possible, to help achieve a friendly spirit. For example, in a particularly noisy science

class a pupil asked to feel the mercury. The teacher hesitated because the pupil was likely to cause an involuntary disturbance if he were permitted to do so. The problem was solved by saying, "You may do so at the end of the period."

- 23. Sometimes changing a pupil's seat may help matters. This is often indicated where noisy pupils have cliqued together.
- 24. Routines are important especially for the slow learner. Such routines may reduce the discipline problem. Examples are these: (a) five minute quiz, (b) writing up experiments in science classes, (c) copying assignments at the beginning of the period, (d) keeping a notebook, (e) answering homework questions each day, (f) mimeographed sheet of questions to be answered as a "job" for each unit of work.
- 25. Pupils are often habitually late. First, discover the reason. Pupils coming from the first floor to a fifth floor are likely to be late involuntarily. Then press the pupils at the beginning of the term to come on time. Challenge every latecomer. Such consistent disapproval (without punishment) will correct most abuses.

HYMAN RUCHLIS

Bushwick High School

JUVENILE DELINQUENTS GO TO SCHOOL

Every year in New York City several thousand school children are brought before the Children's Courts, charged with the commission of delinquent acts. The summons to court and the judgment of law, sympathetic treatment of judge and probation staff notwithstanding, enhance the critical personality tensions of the juvenile defendants. Court experience, because of its personal element of drama, tends to heighten underlying psychological conflicts and frustrations in the child. The basic feeling of insecurity is reflected in his behavior reactions. He responds to inner compulsions—of which he is often unaware—by withdrawal, aggression, exhibitionism, or rebellion.

Since the child's school behavior is a reflection of his total life experience, it follows that the child who is "delinquent" in the eyes of the law frequently presents a special problem to the school. INCEPTION OF PROGRAM. In the past the reluctance of the court to make available to the schools pertinent information which would help them best to deal with the "delinquent" child was not prompted by arbitrariness nor by callous disregard for the welfare of the children. The court took the view, and understandably so, that the information obtained by its investigating agents is of a highly personal and confidential nature, and that it is bound by law, ethics, and good social work practice to safeguard the child and his family from any harmful effects which might result from the indiscriminate use of such information. The resultant differences of opinion that arose through a lack of full understanding led respective agencies to "blame" one another for failing to agree upon and to effect the desired improvement in a child's situation. The schools felt that at times the court's recommendations concerning the child's educational plans were made without full cognizance of the resources of the school system or the limitations of existent school facilities, and were therefore unfeasible. The court, in turn, seemed critical of the school's translation of suggested plans for the child's welfare, and sometimes construed a failure on the part of the school to follow its suggestions as evidence of inflexibility and arbitrariness on the part of school authorities.

The schools and the court were, for some years, cognizant of the need for closer cooperation. In March of 1945 a special committee established by the Board of Justices of the Domestic Relations Co. tions Court met with a committee of the Board of Education, under the lead of Schools. to the leadership of Dr. John Wade, Superintendent of Schools, to discuss the problem of closer cooperation between the Children's Courts and the public schools. The committee accepted the thesis underlying the public schools. underlying the proposed enterprise: that it would be desirable to effect the proposed enterprise: that it would be desirable to effect the schools in behalf of to effect a liaison between the court and the schools in behalf of those putative delinquents for whom no jointly established pro-

gram then existed.

The "Report of a Special Committee of the Board of Justices Appointed to Confer with Superintendent Wade and Certain of the Associate Superintendents Relative to Closer Cooperation Between the Children's Court Division of the Court of Domestic Relations and the Schools in the Cases of Delinquent Children" was submitted to the Board of Justices and to the Board of Education in the spring of 1945. The committee stated, in part: "It is recognized that the fact that a child is or recently has been in the Children's Court charged with delinquency is certain to become known through one or more sources to the school which he attends and to his principal and teachers. It is probable that the reasons for his court experience will be sought by either principal or teacher or both, by questioning the child and possibly others. Information thus secured may well be fragmentary, distorted, and inadequate—as well as cause an undesirable psychological effect on the child. There are consequently many cases where the uncertainty of the school with respect to the child continues indefinitely. This is not favorable either to the child's success in school or on probation."

The policy recommended by the special committee is incorporated in the following quotation: "It is the opinion of your Committee that rather than have the school's information (about children before the court) haphazard or piecemeal, a disclosure of the general nature of the child's offense and such selected facts connected with it or learned from the court's investigation should be revealed to proper school authorities under requisite safeguards to the extent that the child may be helped and protected, and in some cases to protect other children." The committee recommended, in conclusion, that "the offer of the school authorities for a test arrangement be accepted" with specifically stipulated

"requisite safeguards."

The position of a school-court liaison teacher was thereafter recommended by the Committee on Delinquency of the Association for of Assistant Superintendents in their report on "A Program for Delinquents."* The court agreed to reveal court case information

* Annual Report of the Assistant Superintendents of Schools—School Year 1945-1946 Year 1945-1946.

the schools when personnel assigned to work with the schools to the Children's Courts were selected from the children's the Children's Courts were selected from the teaching staff and the consistence of the collation and use of case information and use of case information and the follow-up of individual children.

In September, 1945, the experimental program for a liaison In September of Children's Courts and the schools was initiated under he Board of Education, and a teacher was assigned to establish the details of a working relationship between the two agencies. The following year additional teachers were assigned to the School-Court Liaison Program, in accordance with recommendations of the Committee on Delinquency of the Association of Assistant Superintendents, in their report of June, 1946.

ORGANIZATION. When Dr. Jansen succeeded Dr. Wade as Superintendent of Schools, he approved the continuation of the School-Court Liaison Program. Following a detailed study of the operation of the program and an analysis of its functions and services by a special committee designated by Dr. Jansen, the Association of Assistant Superintendents formed a committee of its members to consider the questions of extension of liaison service and appropriate placement of the program within the administrative framework of the school system. In accordance with one of the recommendations made by the Committee on the School-Court Liaison Program of the Association of Assistant Superintendents, the liaison program was assigned by Dr. Jansen, as of September, 1953, to the Bureau of Educational and Vocational Guidance, Division of Curriculum Development, under the direction and guidance of Dr. Morris Krugman, Assistant Superintendent in charge of that bureau, and centrally responsible to Miss Ethel Huggard, Associate Superintendent of the Division of Curriculum Development of the pro-Development. The assignment of additional personnel to the program was another of the recommendations made by the committee,

At the present time there are school-court liaison teachers signed to contingent upon budgetary considerations. assigned to eight of the twenty-five school districts of the city.

Through Through established routines and procedures they are able to furnish at furnish the schools of these eight districts with accurate data about purils about pupils returning to their schools who have had court experience. The ence. The recommendations of the court that affect the schools are made known to the school principal or his delegated authority, after they have been discussed with court personnel. The possible causes for potential behavior disturbances are considered and remedial measures within the power of the school system to effect are planned, with the cooperation of the assistant superintendent, the principal, and other school personnel. Periodic progress reports from the teachers and school administrators of each child on probation to the court are secured by the liaison teacher for the court's information. These reports are utilized by the probation officer and considered by the court in its further planning for the child.

The school-court liaison teacher does not duplicate the services of the probation officer of the court, the attendance officer of the Board of Education, the psychiatric social worker of the Bureau of Child Guidance, or the worker of any child-serving agency. He integrates the findings of these workers with the observations and experience of the school and the office of the assistant superintendent of the school district to secure optimum school adjustments for the child known to the court.

The school-court liaison teacher operates only in the Children's Court proper, not in the School Part Court (a branch of the Children's Court that deals exclusively with petitions brought by the Bureau of Attendance regarding unlawful absence from school). He is assigned to the office of the assistant superintendent of the school district, which is the "clearing house" for the exchange of case information concerning children from schools of the district who are known to the Children's Court. He attends court hearings to present the school's reports and to answer questions that arise in court relating to school situations. Such attendance at hearings is frequently instrumental in clearing up misconceptions that may arise as a consequence of inaccurate statements regarding school matters made by children and parents to the court. By making the court aware of steps the school may have taken to seek the child's better adjustment in and out of school, both before and subsequent to court action, the court is made more fully appreciative of the role of the school in the adjustment process. Similarly, the interpretation to the school of the court's findings and plans for the child who is placed on probation helps to coordinate effectively the work of the school and the court with a particular child.

THE SCHOOL'S STRATEGIC POSITION. The school situation is a natural one for the child; the court situation is not. Even a court with a social slant has, in the last analysis, corrective and authoritative functions that exceed those of the school. It is only natural then, that the court—as well as parents, civic authorities, religious leaders, and social agencies—turns to the school for its cooperation in plans for a child's rehabilitation. The court does not seek to preempt educative functions, but rather calls upon the school, after the court's first contact with the child and subsequent investigative study, to effect such educational adjustments as are deemed to be for the child's welfare, and to aid in the reorientation of behavior and attitudes which the school, through its

educative process, may be in a position to foster.

The court's activity in a case ceases at the point where its jurisdiction is terminated, that is, with the closing of its case. The child, however, continues to be a member of the school, and the school's interest goes beyond that point, so that case follow-up by the liaison teacher after the closing of the court's case is often of help to the child. The child who is institutionalized, either by the court or another agency, may in time be returned to the community and again become the concern of the school. The liaison teacher often participates in school placement plans for the child returning from an institutional school to a public school. By means of follow-up through the assistant superintendent's office and the school, and by cooperation with the child, his parents, and social workers of institutional agencies, an awareness is fostered of a continued interest in the child's welfare by school authorities.

The School-Court Liaison Program is a new approach to the problem of delinquency control, based upon the thesis that the school is in a centrally strategic position to help the child in difficulty with the law. The school-court liaison teacher is fundamentally concerned with the school's part in reorientation of children adjudged by the court to be delinquent. He seeks to coordinate all parts of the school system with the work of the court, and works closely with all divisions of the Board of Education and all school agencies. He follows up the child known to the court when the youngster is transferred or graduated from one school to another, so that the new school does not need to "start from scratch" in working with the child. Any action taken by the liaison

teacher involving the child in the school is carried through with the approval of the assistant superintendent, the respective school heads, and the division of the Board of Education concerned in a particular situation. The assistant superintendent utilizes the services of the liaison teacher in situations arising out of delinquency as they affect the schools of the district. The liaison service helps to extend the scope of authority of the assistant superintenden and the principal beyond the school, and brings to the fore the school's observations based upon its first-hand experience with the child and his family.

INTERMEDIARY. The school and the court each has a vital role in the guidance and reeducation of the "delinquent." The fullest effectiveness of the two agencies is contingent upon their coordinated cooperation with each other, with the home, and with community resources of every type. It requires the intermediation of a person connected with the schools who will bring together the case material from all disparate sources and present it in an integrated fashion so that the school superintendent, principal, and teacher, together with the judge, court personnel, parents, and other interested persons, can best aid in the child's re-education. The liaison teacher serves such a coordinating function for the schools in connection with children who have had court experience.

The paramount aim of the liaison service is to help restore the "delinquent" to social compatibility. This aim coincides with that of the school and the court. There is no precision instrument for measuring this quality. The most effective measurement we have at present is the testimony of the teacher who, through daily observation of the child, is in a good position to judge the degree of his social adjustment. The liaison teacher is instrumental in bringing the teacher's observations and judgments to the attention of the court and thus creating a confluence of school, court, and community resources directed toward a constructive reorientation of the child. Closer cooperation between school and court serves to emphasize to children and parents that civic and judicial authority are used, not as punitive agents, but for the help and protection of the child, as well as of society.

ACHIEVEMENT. The following evaluative statements of assistant superintendents who have been associated with the School-

WENILE DELINQUENTS GO TO SCHOOL

Court Liaison Program, and of Judge John Warren Hill, Presiding Justice of the Domestic Relations Court, serve to point up the promise of the liaison program in fulfilling its aforementioned

breaking down the barriers between the schools and the courts which, in the past, had prevented schools from working effectively with 'delinquent' children because of the unavailability of court records. The liaison service stands out and is differentiated from any other school service in that it deals solely with delinquency and is not encumbered by overlapping or peripheral problems that dilute the effectiveness of its service to children. Because the program is a practical, sound plan for helping the schools to meet the challenge of delinquency it achieves an especial significance for the schools."

"Such court liaison officers, eight of whom are now authorized, should be made available for other assistant superintendents who deem such services needed, insuring the presence of a liaison officer in court at all times."

"This court and our clients have benefited by the School-Court Liaison Program. It is believed that as a result the court has a better understanding of the school problems of the child and the child problems of the school, and that the treatment program for the child in which the school and the court participate is better interpreted to the school because of the service of the liaison officer than when there was an unbridged gap between the school and the court."

^{1.} Annual Report on the School-Court Liaison Program: Evaluations of the School-Court Liaison Program, 1948-1949.

^{2.} Annual Report of Assistant Superintendents, June, 1947.
3. The Children's Court and the Public Schools, Chief Justice John Warten Hill

"The extension of liaison service to other school districts of the city may, in the future, serve to bring about the fullest understanding between the court and the schools, so that the maximum supplementation of their activities for the child's ultimate good may be achieved."

Juvenile delinquency is the manifestation of acquired patterns of undersirable behavior developed through the effects of environmental influences upon the individual child's inheritance. It involves causative factors that often have little or no relation with the school situation, but its effects on the child's school behavior are marked. The rehabilitation of the delinquent may require the elimination of undesirable environmental factors, the manipulation of the child's environment to minimize undesirable factors. and the substitution of salutary conditions for less favorable ones as therapeutic measures to help the child develop healthy thinking, feeling, and behavior patterns. Such situational adjustments are tools in the process of guiding the "delinquent" to acceptance of socially desirable attitudes and controls.

The School-Court Liaison Program has not been designed to meet a temporary emergency. Delinquency is a chronic evil whose effects are continuous and often lead to critical situations in our schools. It is not the kind of social force that becomes dissipated through being ignored. Unhappily, delinquency will be with us for a long time. Consequently, a liaison program between schools and courts must be conceived in terms of continuity. As a technique for the unification of school and court services in behalf of the "delinquent" child, the School-Court Liaison Program has provided the ground-work for an extensive, integrated program to help control and combat juvenile delinquency.

BETTY BERMAN

School-Court Liaison Teacher Districts 35 and 40 REMEDIAL READING ASSEMBLY____

ORGANIZING A REMEDIAL READING ASSEMBLY

What type of assembly program is a remedial reading teacher What type on? Such was the first thought which struck me supposed to put on? Such was the first thought which struck me supposed to I was informed that I was scheduled for an assembly presentation.

should I try to teach the student audience how to read better? Presumably they knew how; else they were already in remedial Presumant Presum reading should be educationally appropriate, a learning situation for the class presenting it and those viewing it. Would a play offer the possibility of utilizing such typical remedial reading materials as a blackboard, flash cards, filmstrips, opaque projectors, tachistoscopes? After much speculation, the decision was reached that a play could be produced which might utilize at least some of these devices, but which would stress the human-interest appeal.

Once I had decided that the play would be the thing, albeit still not without qualms about its educational relevance, the problem was presented to the remedial reading class chosen to present the program.

CLASS PREPARATION. A period was set aside for class discussion on dramatic situations which would show the importance of reading even in our world of competitive media (radio, television, movies, stage plays).

One of the unexpected by-products of this preparation period was the nature of the suggestions for a script relating to remedial reading. One full period served as an outlet for some of the frustrations of the students. Somewhat gruesome suggestions ran rampant. One boy suggested an episode in which a policeman Would club to death a "No Parking" offender who could not read. Another suggested that a boy be electrocuted because of his in-

ability to read a "High Voltage" sign. By the next period, the class had settled down to a more balanced attitude, and the following ideas for three scenes were submitted. mitted:

a) An illiterate person requesting a check for unem-

b) A high-school student applying for a driver's license

^{3.} Ibid.

c) A high-school boy taking a girl to a "fancy" restaurant which provided menus for its customers.

Curiously enough, the dialogue created by the class for the protagonist in each scene revealed his refusal to accept his reading disability and his attempt to make an adjustment through artifice and deception. Remedial reading teachers will recognize this portrait of the typical remedial reading student as an accurate one.

The class agreed that the comedy element should be stressed.

Some boys thought that additional scenes should be added to show what might have happened if each of the protagonists could have read well. It was agreed to add these scenes as a unit at the end of the first three episodes.

The script was then developed from day to day, with changes and additions being made up to a few days prior to production.

ON STAGE. The play was introduced by a classroom situation and then shifted to an unemployment office. At first the few laughs that were heard were restrained. Presented with the classroom setting, the assembly audience presumed that solemnity was in order, despite the humor of the situations and dialogue. At the end of the first scene, however, with some aid from the cast, the audience was made to realize the humorous values in the play. Audience reaction gradually increased until complete rapport was established between players and spectators. By the end of the second scene, the original restrained mirthful murmurs had evolved into the most uninhibited of belly laughs. The play ended with overwhelming applause from both students and teachers.

TEACHER'S EVALUATION. From the teacher's point of view, the production contained many values for the student. First, the script was self-motivating in that it compelled students to learn the words before they could be memorized. The scene in which a student applied for a driver's license utilized flash cards with phrases customarily encountered on road signs. This use enhanced the value of the flash cards as a reading device.

Socialized values other than reading skills were derived from the production. The less capable readers handled lights, moved stage scenery, and contributed stage properties; thus they gained the feeling of contributing to a worth-while project.

REMEDIAL READING ASSEMBLY_ The need for intra- and inter-departmental cooperation The importance of socialized living. The electric shop supstressed the lights. The make-up was applied by the dramatic arts plied the most were supplied by various departments.

STUDENT EVALUATION: ENCORE: The students' restudents' response was tremendously favorable. The cast were kept on the sponse was good twenty minutes for overwhelming applause. A constage a good twenty minutes for overwhelming applause. A constage a good twenty minutes for overwhelming applause. stage a good applause. A considerable number of students, on their own initiative, came around by the remedial reading teacher to inquire how they could enroll ma remedial reading class.

THE CRITICS' REPORT: ENTERTAINMENT PLUS. The principal, chairman of the academic department, and assembly coordinator all submitted glowing reports on the educational and entertainment values of the play. The presentation was hailed as "without question one of the best assembly programs of this or any other term." The students' reception of the play was just as enthusiastic as that accorded to recent highly successful student productions of Julius Caesar and The Devil and Daniel Webster. The above is cited to emphasize the students' total acceptance of a didactic play as enthusiastically as those of professional storytellers.

THE FORMULA. To what can the overwhelming success of this play be attributed? True, the boys and teacher worked hard on the script. But the answer lies in more than this. The eager interest of the students was a result of the recognized worth of the play on two levels, as entertainment and as education.

Any material can be easily adapted to the basic formula. The story line should consist of the mishaps and misfortunes which befall the central character as a result of his reading disability. The stress should be on the comic, for this is on the most appealing level of all the comic, for this is on the most approach, depictlevel of adolescent interest. Further, the positive approach, depicting the l the status of its the status of the protagonist and enables the spectator to identify

himself with the leading character. The situations must be drawn from the experiential background the publications must be drawn from the experiential background of the pupils; otherwise one risks the danger of an academic, ivorytower approach.

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HIGH POINTS [November, 1954]

Why should this formula be so successful? Because it has Why should this formedial reading possibilities. It is decided advantages of the not solemnly didactic, sermonizing, or condescending; it eliminates not solemnly didactic, sermonizing or condescending; it eliminates over-dependence on mechanical gadgets, and relies on the humaninterest element for its appeal to the audience.

It is more interesting than an assembly devoted to a demonstration of technical equipment. As a live show, it is superior to any film that might be shown. Finally, as a school project, it appeals to the boys' school spirit and pride.

PAUL GARRICK

Murray Hill V.H.S.

A CORE PROGRAM FOR PUERTO RICAN STUDENTS

Ours is an all boys general vocational high school offering instruction in a number of different trade areas. Our students come from poor socio-economic backgrounds. On the whole they are what are characterized as slow learners. We are not a neighborhood school, but draw our students from divers parts of the city.

Three years ago we did not have a single Puerto Rican student. Today 35% of the student body is Puerto Rican. This influx created a host of new problems.

Most of our Puerto Rican students were new arrivals. Their knowledge of English was either nonexistent or else rudimentary. Our most pressing problem with these students was one of language. Unless they could surmount this obstacle, they could not hope to succeed in their classes or adjust to the American scene.

When Puerto Rican students first began entering the school we tried to cope with the problem by instituting special remedial reading programs, special speech classes, and additional foreign accent speech clinics. In some cases these special classes were in lieu of regular English and speech; more often they were assigned in addition to the regular work in English.

The above program worked reasonably well so long as there were comparatively few such students in the school. But as the influx continued, we found it inadequate. Nor did it meet the needs of the growing number of boys whose knowledge of English was so slight as to prevent their understanding what was tranA CORE PROGRAM

spiring in class. Truancy began to rise; cutting increased; teachers spiring and of boys chattering in Spanish, and of boys who could on understand the simplest directions. In some shops, teachers used student interpreters. Everywhere there was talk of the Puerto Rican boys forming unwholesome cliques.

LAUNCHING THE PROGRAM. When we were notified in the spring of 1952 that we were scheduled to receive a new bloc of 250 Puerto Ricans in the incoming September class, we decided that this inundation would swamp us if we continued to follow the traditional approach. We therefore decided to try a new technique, strictly on an experimental basis. This new experiment consisted in the launching of a language-centered core program for Puerto Ricans.

Inasmuch as our Puerto Rican students were unable to hold their own in the regular school program when grouped heterogeneously with English-speaking students, we felt that the only alternative was segregated classes. Moreover, it was hoped that the longer time blocks, the life adjustment approach, the closer studentteacher relationship, and the improved guidance possibilities inherent in the core program would provide more suitable and more flexible media for accomplishing the desired goals than the traditional curriculum (with which these students could not cope). The aims of the core program were threefold: to improve language ability, to help the student adjust to the American scene, and to prepare him for entry into the regular school program at the end of the transition period.

Despite our desire to accommodate our entire Puerto Rican population in such core classes, we were unable to do so because of lack of teacher personnel. We were unable to obtain an additional teacher allotment from headquarters for this program. Hence, the teacher-time for this program had to be squeezed out of our regular organization. As a result, only three teachers could be spared for this program, two at the main building and one at the annex. We had decided to restrict each core class to 25 students. This meant that only 75 of the incoming 250 could be accommodated in the cores. The remainder would have to be satisfied with language assistance in remedial reading classes or speech clinics.

It was agreed that the poorest language group should go into

the cores, the next poorest group to remedial reading or speech clinics, and the remainder would have to follow the regular schedule of the school. An interview committee, consisting of our schedule of the schedule reading teachers, screened all incoming students on the day they reported for registration. Where the boy failed to report, a tentative decision was made on the basis of his lower-school records—a decision checked on the first day of the boy's appearance in person. At the main building, where two core classes were scheduled, the very poorest language group went to Core I, and the next poorest to Core II. Homogeneous grouping on the basis of language ability was thereby attained.

Teachers for the new program were selected on the basis of teaching ability and of sympathetic approach to youngsters. It was also felt that since improvement in language was the primary goal of the program, speech teachers were the logical ones to handle the assignment. In view of the fact that the new program was entirely experimental, without fixed syllabi or texts, and particularly in view of the difficult nature of the student personnel and the difficulties inherent in a teacher's remaining with the same group for extended time blocks, the proper selection of teaching personnel was crucial.

SUCCESSFUL EXPERIMENT. When our Puerto Rican core program opened in September, 1952, the class remained with its teacher for the entire morning (four teaching periods plus the homeroom period). For a high school this was indeed a drastic innovation, an innovation which the core teachers regarded with some dread. In the afternoon the class split up into various shops where they mingled with boys following the normal school program.

In succeeding terms curtailment of available teacher time necessitated reducing the four-period core to the more usual two-period program, with students following a non-core curriculum the rest of the day. This is our program today.

None of our core teachers had ever taught the core before. Indoctrination, training, and planning were essential. This was accomplished through visitation of core and basic English classes in other schools della in other schools, daily conferences with the chairman, investigation of relevant profession of relevant professional literature, joint planning, and periodic

A CORE PROGRAM Auditions of the program. Time for these activities was provided

evaluation teaching assignments to 20 periods per week.

The entire program was frankly experimental. The core teach-The core teach-ers themselves were highly dubious concerning either their ability ers them with these classes or the possibilities of success in the to cope. We were fearful that the segregated classes might create an adverse reaction among the students, parents, or community. We lacked the type of building facilities and instructional supplies. normally associated with the core program. The language barrier posed still another problem superimposed upon the usual problems connected with instituting a core program in a traditional school.

Typical of the units that were developed as the result of teacherstudent planning were: Life at Murray Hill, Getting to Know New York City, Getting Along with Others, Planning a Party, Getting and Keeping a Job, A Trip to Puerto Rico, Baseball.

In class, the sole language used was English. Our teachers were convinced that this was the best method for teaching the language. Where students failed to understand even the simplest English, pantomime was used. The teacher of the poorest group knew Spanish, but utilized it only for comparative purposes in the teaching of speech sounds.

In order to improve parent-school relations, a special bilingual report card, developed along core lines, was instituted for these students. Bi-lingual cards and circulars were also drawn up for acquainting parents with Open School Week and parent-teacher association meetings.

The experiment was originally scheduled for one term, with the expectation that it would be extended to a year if it proved reasonably successful. Beyond that we dared not even think.

Today the program is completing its second year—and there is no thought of termination. Why? Because it has solved more problems than it has created. It has provided the one approach we have found to be successful with our type of Puerto Rican student.

Our fears of student-parent reaction to segregation proved unfounded. At the very start we informed the student that the core program had been set up to help him. Because we provided this briefing briefing and because the student felt he was really getting some-

thing out of the program, we have never had a complaint on the score of segregation.

From the start the most obvious benefits of the program were in the area of guidance. Truancy, in the core classes, became pracin the area of guidante practically unknown. Cutting never appeared. Attendance was exceltically unknown. The bolds: lent—far better than in the school as a whole. The holding power of the core was far higher than that of the school as a whole. of the core was lar and whole. General Organization membership was very high. Few of these boys got into trouble with the dean—and this with boys who traditionally constituted the most troublesome element in the school A close teacher-student relationship developed, so close in fact that both teacher and student preferred to remain together. A number of students even threatened to leave school when it appeared they might be switched from one core group to the other.

The core teachers' early skepticism concerning the value of the program evaporated as the weeks passed. Their trepidation concerning core teaching techniques was replaced by confidence as they mastered these techniques. They became pillars of strength.

As regards language ability, core teachers were unanimous in stating that tremendous strides had been made both in oral and written work. Moreover, the core boys had enjoyed a richer curriculum than had students following the traditional program.

All was not milk and honey, however. Teachers found that the language handicap made library research on special reports difficult. When working in committees, there was a tendency to lapse back into Spanish. Suitable reading materials were practically nonexistent. Teaching these classes proved taxing, and called for more ingenuity than the traditional approach. Yet at the end of the year the core teachers agreed that the experiment should be continued.

SMOOTH ADJUSTMENT. To assure a smooth transition from the core grouping into the regular school stream, a special oneterm core transition class was created. Students entered this class at the end of a year in core. This class was scheduled in addition to the regular English course for the grade. The transition class was designed to was designed to provide a rapid over-view of the literary content of the Facility of the English courses the core boys had missed, and to provide additional delli and to provide additional drill on items in technical English which had not been A CORE PROGRAM

overed in core units. Interestingly enough, a number of former covered in covered that a special foreign accent speech clinic core students requested that a special foreign accent speech clinic core stablished to help them improve their speech. This was arranged with alacrity.

Last year's core boys are now a regular part of the school populafollowing the same curriculum as their non-core Englishspeaking schoolmates. The absorption has been successful. If they speaking distinguished in any respect, the distinction is on the positive side since they are well-behaved, diligent, and successful in their studies.

Our core experiment for Puerto Ricans is continuing. New materials, new units, new techniques are being tried out and developed. We feel we have made an important step forward in coping with our Puerto Rican problem.

MAX BERGER

WORDS AND THINGS

I am not yet so lost in lexicography as to forget that words are the daughters of the earth, and that things are the sons of heaven.

-Samuel Johnson, Dictionary, Preface

THE OMNISCIENT SCHOOLBOY

I know that it is an elementary principle of our Constitution that a criminal law which an ordinary citizen cannot be expected to understand violates the due process clause. I was attorney general of my State too long not to know that. It is known by almost every high school graduate in the country.

-Senator William Langer

Book Reviews

THE STUDENT PERSONNEL PROGRAM. By Maurice D. Woolf and Jeanne A. Woolf.

This book presents a broadly conceived personnel program. In their This book presents a their opening chapter, entitled "The Expanding Role of the Student Personnel Worker," the authors state:

"Student personnel work can contribute toward educational goals by helping to solve individual adjustment problems, school administrative problems, and problems relating to group barmony and effectiveness. The work can be implemented by defining and clarifying the role of the student personnel worker in

the school and society.

"The concept of the program has been enlarged to include positive and preventive activities with groups of well-adjusted students and work with teachers and all school staff members as well as with the problems of the individual student. The student personnel worker has responsibilities which extend beyond the school to the world community, to helping define and foster our fundamental human values."

And in thirteen succeeding chapters a full-scale personnel program is discussed which fulfills the promise of this statement and testifies to the

authors' long experience.

The chapters devoted to those areas of personnel work generally referred to as guidance are devoted to "Counseling," "The Social Context of Counseling," "Group Therapy and Self-Exploratory Groups," "Positive Forces in Discipline," "Measurement," "Orientation of New Students to the High School and College," and "Faculty Advising." The areas lying beyond commonly accepted guidance services discuss "Student Personnel Work Through Groups," "Student Government and Extra-Class Activities," "College Housing," and "Remedial Services." That is not to imply, however, that guidance work does not have a close relationship to these areas of personnel work, and a stake in their development. Two chapters on "The Training of Professional Counselors and Student Personnel Workers" and "Administration of the Student Personnel Program" apply equally to both areas. In the light of the full discussion, balanced treatment, wealth of practical suggestion, and careful documentation throughout the book out the book, it may seem gratuitous to mention the scant attention given to placement and vocational goals which are so integral a part of student personnel work.

The following excerpts from several chapters are presented as typical of the book's democratic philosophy and sound functional psychology.

From the chapter on counseling:

"Well, once there was a man who was very efficient at finding mules which were lost. Whenever mules were lost, he could always find the always find them. He was asked how he knew where to go. He answered that he tried to think how a mule would think and then

he went where he thought a mule would go. Now, I can only put myself in your place and see how I would feel if I were you. Let me see. First, I would think whether I really wanted to get Let the class. Then I would think what I could do. I might think of going to ask the teacher if he would let me back in. Then I would think what I would do to show him I really wanted to take that class. And I wouldn't be too surprised if he didn't let me in right away, etc."

From the chapter on student personnel work through groups:

"Hostility was 30 times as frequent in the autocratic as in the democratic groups. Aggression (including both hostility and joking hostility) was eight times as frequent. Much of this aggression was directed toward two successive scapegoats within the group. Members of one group rebelled against the autocratic leaders; others became submissive and dependent."

From the chapter on discipline:

"Under the autocratic method students feel, 'Here I am; make me learn; make me be good! It's your job; it's not mine.' Under the democratic method, the students feel, 'This is a job for all of us. I help to make the decisions. I count. I am responsible." "The democratic method of discipline works because it fits the basic motivations and temperament of human beings. It encourages a favorable attitude toward self. The individual likes to be recognized and given an opportunity to use his resources and his aptitudes. He likes to belong to a group and to count as a member of the group. The individual's opinion of himself is raised as he experiences the approval of the group. Ultimately he is as pleased by group achievement as by his own and he becomes identified with the group."

From the chapter on faculty advising:

"There is a trend in student personnel work toward a nucleus staff of trained personnel workers, who work with selected faculty advisers. The advantages for involving faculty advisers in the program are better understanding of the program by the faculty, a spread of effect throughout the entire school, the fuller use of personnel services by the faculty and students, and fuller use of the distinctive contributions of faculty members ...

"Resistance to the program can be expected, even from some who appear to support it, because adherence to its principles requires changes in well-established beliefs and attitudes. The program may appear to threaten the status of some faculty mem-

bers and administrators."

From the chapter on group therapy and self-exploratory groups: "Identification with the thinking process of a continuous group does three things for the individual. . . . Its revelation of

common experiences and feelings lessens the anxiety arising from telt isolation. . . . Second, it establishes a sort of center of objective gravity around which he can find his own orbit. He is free to disagree with the group; but as a member his right to disagree is itself subject to standards developed out of the group's own process and purpose: his freedom—as in a democracy—is itself governed by the terms of his membership in the group. Third, the group represents society personified in microcosm."

It is difficult to imagine that anyone on a school faculty could fail to get a lift along with practical suggestions from an occasional browsing in Woolf & Woolf. But certainly no one can afford to miss the chapter enwoolf & woolf. Sale of Counseling," the content of which belies its meager size of five pages. In it the counselor is urged "to recognize what kind of society his clients are going to have to live in," and is asked:

"After the client goes through the states of negativism, ambivalence, positive feelings, interest in the counselor, and concern for the group, how can the therapist recognize the client's picture of reality, the world with its flaws as well as enduring values, unless he himself knows where the weak spots are?"

And the plea is made that—

"Aside from helping his clients to overcome disabling emotional handicaps or to find satisfying and socially acceptable pursuits, the counselor has a responsibility to work for conditions favorable to mental health."

An important contribution of the book to the literature of personnel work is its emphasis upon guidance as an integrating agent. Because guidance potentially contributes in so many ways to the realization of all major educational objectives, it is extremely difficult for overburdened guidance personnel (where is there not a dearth of adequate counselors!) to achieve this overall objective. The result is to build the program, if program it can be called, through accretion rather than through long-term planning which would produce integration between lower and higher school, school and college, school and community, between departments of school or college, and among the varied influences bearing upon individual students, teachers, and parents. The book throughout offers many valuable aids to integration, covering such needs as the centralization of records; automatic routing of complaints; study of the school's needs; consideration of the attitudes, emotion, and status of all persons affected by proposed appropriate the status of all persons affected appropriate the status of all persons by proposed reorganization. We in New York City are working hard today on problems of articles. today on problems of articulation between elementary, junior, and senior high schools. The Wastern high schools. The Woolfs' book is full of wisdom on the subject.

ELSA G. BECKER

Christopher Columbus High School

BOOKS_

GROUP DYNAMICS: RESEARCH AND THEORY. Edited by Dorwin Cartwright and Alvin Zander. Evanston, Illinois: Row Peterson and Company, 1953. 642 pp., \$6.00.

In view of a real need for clarification and vindication of the group or this book, Group Dynamics: Research and Theory, edited by process, Cartwright and Alvin Zander, both of whom are at present pro-Dorwin of educational psychology and directors in the Research Center for Group Dynamics at the University of Michigan, is especially timely and trough It brings together, under one cover, diverse problems, investi-

gations, and approaches.

The volume is divided into six sections with such challenging headings "Approaches to the Study of a Group"; "Group Cohesiveness": "Group Pressures and Group Standards"; "Group Goals and Group Locomotion"; "The Structural Properties of Groups"; "Leadership." Each such section is prefaced by an effectively well-written introductory chapter by the authors; each is a complete picture in itself, including not only conditions and functions, but an overview of the authenticated research of scholars, reported in the section which it introduces.

The editors have presented the chapters in each section to show a planned relationship to one another, thus forming links in a well-forged chain. The continuity, so often lost in many works of a similar nature,

is, therefore, well sustained.

The book is a mine of helpful information. Its great strength lies in the presentation of the scholarly writings and findings of those who have lived close to the matrix of group living. Robert F. Bales, Alex Bavelas, Leon Kestinger, Harold Guetzkow, Helen H. Jennings, Kurt Lewin, Norman R. F. Maier, and Fred L. Strodtbeck are just a few to be mentioned, each having written in a field in which he is an outstanding authority.

The gamut of "motivational factors" of "ego-related tensions," of the "theory of leadership," of "sociometric status," of "evaluation, orientation, control," of "group cohesiveness," are matters that require careful study and experimentation. In this respect Group Dynamics has performed an excellent service.

There is strong temptation for the reviewer of any book to be personal rather than objective. This reviewer is no exception, for he feels that, although Group Dynamics is a book of great value, it belongs more properly to the beginning student erly to the area for the advanced rather than for the beginning student of group development. The study of simple group concepts must be a prerequisite if the reader is to attain security for the understanding of the "Concepts of Measuring Leadership" or "The Phases in Group Problem Solving" Solving or "The Effects of Power on the Relations among Group Members."

Cartwright and Zander have chosen their material with great selectivity, that reflect including, as they state in their introduction, only publications that reflect a stage in the development of group dynamics, where "strictly theoretical 6". theoretical formulations have been omitted unless they have clear relations to an actual program of research or lend themselves readily to empirical

sting."

In view of the completeness of the book and in view of its appeal to In view of the confusion and widening circle of students as well as laymen, the an ever-increasing and a standard reference and should find a leading place book should become a standard reference and human relations among the classics of human conduct and human relations.

HAROLD HARRIS

P.S. 76, Maspeth

STUDENT TEACHING IN THE SECONDARY SCHOOL. By William T. Gruhn, Director of Pre-Service Teacher Education, University of Connecticut. Ronald Press, 1954, 306 pp.

Although written primarily for the guidance of the prospective teacher and of those cooperating in his student teaching experiences, Dr. Gruhn's volume should prove quite as helpful to the recently-appointed teacher and even be of substantial value to the teacher of long standing who may wish to derive the satisfaction of learning that he has continued to incorporate newly-evolved practices in his work. For the author has provided an excellent, logically-developed outline of the several aspects of the job of teaching, and has rounded it out with realistic and concrete

suggestions.

At the outset the prospective teacher, asked to look ahead to the very real experience of student teaching, is given an overview of what his responsibilities are, of the activities and facilities with which he is to be concerned, and of the role of each of the persons with whom he is to work. A major influence in establishing the mood of the book is the author's ready use of "teacher education" for the full scope of a program for which so frequently "teacher training" is still employed, and his reiteration of the student teacher's need to appreciate the tested experience of the cooperating teacher and the practical considerations with which the latter and the school are faced. While he goes on to deal, in Part II, with the work in the classroom—the preparation of plans, the consideration of methods, the attention to pupils' needs and progress, the meeting of problems of management and discipline—he accompanies his stress upon the use of subject-centered, activity-centered, and experience-centered units, and upon the provision for pupil-planning and for group activities, with the suggestion that student teachers adapt themselves to school situations in which they are placed and, while using whatever newer approaches they may, that they recognize the preferences of principals and teachers.

In keeping with the broader conception of the work of the teacher, Dr. Gruhn devotes less than half of the book to classroom activities. considers, in Part III, the work with guidance and extraclass activities: the home room, clubs, assemblies, social functions, publications, and participation in the colorism in the col ticipation in the administration of school affairs. In Part IV he treats of the teacher's administration of school affairs. of the teacher's administrative and professional responsibilities and relationships within the lationships within the school as a whole, and his role in relation to the community. This mild within the school as a whole, and his role in relation to the community. community. This wider concern as it affects the prospective teacher is

pooks in the current thinking of the New York City Committee to reflected in the chairmanship of Superintendent William to serve under the chairmanship of Superintendent William study productive under the chairmanship of Superintendent William lansen ritz. Moskowitz.

foskowitz.

Throughout the volume the use of the second person serves to make Throughout the author has to say to the student teacher. Yet he seldom direct what this or that should be done; rather, he puts it that many secstates that that many secondary-school teachers are today doing something of this sort. There are ondary scriber of questions which the student teacher would do well frequent listings of questions, and of "Things for You to Da" frequent listings for You to Do" under these

But these are not mere statements of tool. bask nimstances. But these are not mere statements of technique and procodure; they are presented with a rationale and are designed to make for reduce; they in this spirit, one feels that perhaps Dr. Gruhn is not understanding optimistic in looking for the secondary-school teacher to being overly to the effective guidance of each pupil and to the meeting of bis needs. Present circumstances hardly seem to offer that opportunity.

HERBERT M. NEWMAN

MATHEMATICS FOR THE SECONDARY SCHOOL. By William David Reeve. Henry Holt and Company, New York, 1954, xii + 547. рр., \$5.95.

The subtitle, "Its Content, and Methods of Teaching and Learning," is a too modest description of the encyclopedic nature of Prof. Reeve's new book. This is a book for curriculum builders who want to know what mathematics should be taught in junior and senior high schools, for administrators and guidance people who want to know who should study the subject and what objectives it can accomplish, for college personnel who want to know how to train teachers for it, but most of all for teachers and supervisors of mathematics who want to know how it can be taught and learned most effectively.

The author's unique qualifications for writing a volume of this nature have contributed significantly to the value of the work. Professor Reeve has had nearly fifty years of experience in mathematics classrooms. His discussions of the problems to be met there are not in the lofty generalthe that too often characterize books on methods of teaching a subject; instead, they touch on such problems as what to do about homework and how to use the textbook and the blackboard. Anecdotes from his own dassroom dassroom experiences are used effectively to spice the discussions and to

point up some of his conclusions. Extensive sections of the book on the teaching of informal geometry the junior high school, on the teaching of the modern ninth-year algebra ourse, on the teaching of the modern on the teaching of course, on the teaching of the modern that teaching of demonstration of indirect measurement, and on the teaching of demonstration. demonstrative geometry in the high school, feature specific topic-by-topic treatment of all geometry in the high school, feature detailed discussions treatment of the content of each course with extremely detailed discussions of methods of the content of each course with extremely detailed discussions, very preof methods of introducing and developing each. Model lessons, very pre-cise description dise descriptions of the concepts, meanings, and techniques to be covered,

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and even fairly extensive lists of sample problems to serve as applications are almost miniature textbooks. and even fairly extensive actions are almost miniature textbooks on the are all supplied. These sections are almost miniature textbooks on the are all supplied. These several courses of secondary mathematics with item-by-item commentaries several courses of secondary mathematics with item-by-item commentaries several courses of secondary. Their inclusion in this book makes it an for teachers added to the prospective teacher of mathematics and invaluable handbook for both the prospective teacher of mathematics and the teacher already in service.

The most remarkable feature of this book is its progressive point of The most remarkable reconstruction of secondary school mathematics, the view with respect to the content of secondary school mathematics, the view with respect to the subject matter, and the recommended teaching the arrangement of the subject matter, and the recommended teaching proarrangement of the subject to be expected considering the author's long cedures. This is, of course, to be expected considering the author's long preëminence in efforts to improve mathematics education in America. The preeminence in chock the introduction to informal geometry, the recommendations treatment of the introduction formal work in elementary algebra in the for the reduction of certain formal work in elementary algebra, the use of graphic methods and quadratic equations in connection with locus work in geometry, the application of algebraic methods to certain appropriate proofs in demonstrative geometry, and the inclusion in plane geometry of work in analytic geometry, in solid geometry, and in thinking. in-life situations represent just a sampling of the up-to-the-minute point of view of the book. There are excellent chapters on the alternatives to the traditional sequential courses for noncollege bound pupils and on the general mathematics movement. Teachers in the most progressive of secondary schools will applaud the point of view of this book; those not so fortunately situated can use it as an interpretive guide to present trends and future changes in mathematics education.

This reviewer predicts that Mathematics for the Secondary School is destined to become a basic text for the training of the next generation of mathematics teachers. It is surely the most comprehensive and most modern volume in this field. It should prove equally valuable to every present teacher of mathematics who desires to be alert to trends in his field and who values a means for directing a critical self-analysis of his purposes

and techniques.

LESTER W. SCHLUMPF

Andrew Jackson High School

Other Books of Special Interest

DICTIONARY OF LINGUISTICS. By Mario A. Pei and Frank Gaynor. Philosophical Library, New York, 1954, \$6.00.

This new addition to the Midcentury Reference Library presents in concise form much material hitherto available only in scattered reference works. Resides to discuss of works. Besides traditional grammatical terms and brief descriptions of the major languages and languages of the major languages and dialects, it presents much of the terminology of both historical and many terms both historical and modern descriptive linguistics. It includes many terms often difficult to track descriptive linguistics. often difficult to track down. Helpful cross-references increase its usefulness to teachers and structure. ness to teachers and students of language.

TREASURY OF THE WORLD'S GREAT SPEECHES. Edited by Houston Peterson. Simon and Schuster, New York, 1954, \$7.50.

Houston Peterson, whose Lonely Debate some years ago charted a new House in anthologies, is back with a more conventional idea in his new course in his new freasury of the World's Great Speeches. Speeches of other days in a fleasury context can be boring, but the editor has remedied some of the deficiency by prefacing each speech with a pungent explanation of its deficiency setting. The incisive objective commentary is often in contrast the vitrolic bias of the speeches themselves.

This is a varied, rich collection, a monument to eloquence from Moses Eisenhower. It is a rich storehouse of reference material for teachers of social studies, English, or speech. On many controversial issues, contrasting speeches present interesting material for comparison and analysis. Thus, the book includes both Lincoln and Jefferson Davis, Webster and Calhoun, William Pitt and Charles James Fox. The recent past is represented with Churchill, Roosevelt, MacArthur, De Gaulle, Nehru, Stalin and Adlai Stevenson in key speeches.

The book is well edited, well printed, intelligently indexed. It seems

preëminently suited for browsing and for reference.

OXFORD JUNIOR ENCYCLOPEDIA, Volume XII, The Arts. Oxford University Press, London, 1954, \$8.50.

Volume by volume the Oxford Junior Encyclopedia makes its appearance, well planned, well designed, well executed. Although planned primarily for school libraries and for use by students, the books are interesting to adult readers as well. Though an attempt has been made to simplify

the style, there is no writing down or condescension.

Volume XII covers the fine arts: architecture, sculpture, painting, music, literature, drama, and some minor art forms such as lettering and pottery. The volume is beautifully, effectively illustrated, with some plates in color. Instructions how to use the book help the student to find what he is seeking. A system of cross-references avoids duplication of material. The format encourages browsing, but the write-ups are definitely not for slow students.

NTRODUCTION TO LOGIC. By Irving M. Copi. Macmillan, New York, 1953, \$4.00.

This fascinating book in logic will be particularly enjoyed by anyone interested in sematics. Recognizing the importance of words in any consideration sideration of logic, Mr. Copi devotes the introductory chapters to language and definition. The disruption of reasoning by highly emotive and con-After words cannot be disregarded by anyone teaching clear thinking. After Part One, "Language," Mr. Copi considers "Deduction" and "Induction," but he doesn't revive the dreary old illustrations so prevalent the teaching of logic. His approach is literate. His examples are HIGH POINTS [November, 1954]

interesting in themselves; his diagrams, helpful. He is a skilled teacher

ho understands now to interest the half the half. One of our primary responsibilities, the slick shortcut, the parroted reason, truth, the easy generalization, the slick shortcut, the parroted reason. Too truth, the easy generalization, the first state of the easy generalization, and fallacious arguments, this book is not for high school students, it offers arguments this book is not for high school students, it offers arguments this book is not for high school students, it offers arguments the easy generalization, the easy generalization and fallacious arguments. often while challenging a comment. Though this book is not for high school students, it offers suggestment. Though this materials to those teachers who consider to suggest the consider the consider the consideration of ment. Though this book is those teachers who consider teaching materials to those teachers who consider teaching tions and teaching materials to those teachers who consider teaching

FOLK PARTY FUN. By Dorothy Gladys Spicer. Association Press, New York, 1954, \$3.95.

Folk Party Fun contains a plan for twenty-five different parties built around the customs and foods of other lands. Besides providing a variety of good times for many different groups, the parties give insight into other lands, other cultures. The book contains a helpful index.

KNOW YOUR CHILDREN IN SCHOOL. Edited by Lucy Sprague Mitchell. Macmillan, New York, 1954, \$3.00.

This is a series of sketches of some children in the classrooms of our city, presenting some of the problems and some of their solutions. Though these sketches concern children only in the first six grades, high school teachers will gain deeper insight into some of their own achievements and problems by reading the book. High school students are "Disturber Allen" and "Quiet Christina" a few years later. The book presents some of the new procedures and goals in elementary school teaching.

HENRY I. CHRIST

Andrew Jackson High School

THE USES OF LEISURE

The Greek word for leisure is the origin of our word for school. The Greeks thought of leisure as the opportunity for moral and intellectual development and participation in the life of the community. Such leisure is, in truth, the subject of all other human activity.

-Robert M. Hutchins



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The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.

The New York City Community College Program of Higher Education

R. WARD HARRINGTON New York City Community College

In September, 1953, the New York City Community College completed seven years of operation as a relatively new type of higher education in the City of New York. During that seven year period it had been established and supported by the State of New York, initially as the New York State Institute of Applied Arts and Sciences, and after the formation of the State University in 1948, as the State University, Institute of Applied Arts and Sciences at New York City.

ACQUISITION BY NEW YORK CITY. In September, 1953, the college sponsorship was again changed, and it entered upon a new stage in its career as a community college, primarily sponsored by the City of New York with financial assistance from the state, and continuing affiliation with the State University.

With the acquisition of the college by New York City, a new addition was made in the opportunities provided by the city for higher education.

The City of New York has been providing collegiate instruction in the four-year municipal colleges for many years, but these are primarily designed to offer liberal arts preparation for professional careers.

With the New York City Community College a new program of a technical, junior college type is added to the system of higher education in the City.

THE PLACE OF THE TECHNICAL JUNIOR COLLEGE. In a simplified form, the alternatives available to high school graduates in New York City formerly consisted of either going to a four-year college or going to work. A very large number of these graduates lacked either the ability, the interest, or the means to enable them to venture upon the four-year college program. At the same time they lacked the training in business or industrial operations which would give them a technical "job title," and con. sequently had to enter upon the employment market as relatively non-specialized and non-classified "high school graduates."

On the business and industrial side, the needs of firms and professions were not being adequately served by the choice of four. year college graduates or high school graduates. Many operations in business, industry, and professions required technical training. more specific than, but not as extensive as, the four-year college graduate would possess, but at the same time considerably more advanced than the high school graduate could normally offer.

The New York City Community College was established to serve both young persons who could not plan an extended period of collegiate study, and the technical and semi-professional needs of business, industry, and the professions. Its assigned purpose was to provide two years of technical training in specific fields so that upon graduation the student was ready to enter a technical, subprofessional or junior executive position in a specific business, industrial, or professional area. In keeping with the traditions of higher education the student also received general education in social sciences and English, which, combined with the technical training, made it possible for the college to confer upon its graduates the junior college degree of Associate in Applied Science. In many of its programs, periods of on-the-job training were incorporated so that the graduate received, not only the formal instruction of the college, but also the practical experience and atmosphere of the field for which he was preparing.

PROGRAMS AND ACCOMPLISHMENTS. In the seven year period up to September, 1953, over four thousand students completed courses at the college and entered upon their careers. The appropriateness and need for this type of higher education have been demonstrated by the manner in which these graduates have been so rapidly absorbed into business, industry, and the professions. The graduates have entered upon responsible, interesting, and well-paid positions, and there lie before them the enriched career opportunities which follow upon higher education.

There are seventeen separate programs of study at the New York City Community College, which have been established at the suggestion of business or professional groups.

The college has followed the policy of establishing programs of study only after it has been demonstrated that there is a need for trained personnel which cannot be satisfied adequately by other educational programs.

The courses can be grouped into three areas. The "business-distributive" group includes advertising design and advertising production, executive assisting (legal and medical), retail distribution, netroleum distribution, industrial distribution (equipment and materials), and hotel administration and culinary arts. The engineering group includes construction technology, electrical technology, and mechanical technology. The science and health-service group includes medical laboratory technology, dental hygiene, dental laboratory technology, and chemical technology.

CHARACTER OF THE COURSES OF STUDY. In each of these courses the student majors for two years with an intensive program in the particular field he has selected. It is in this respect that the college differs most from the traditional four-year liberal arts program. In the latter the student spends the first two years taking a general program to provide a sampling of study in a wide field. During this period the student determines what his major shall be and concentrates during his last two years in advanced study in this major field.

At the New York City Community College no such exploratory or preparatory period is possible. To satisfy the requirements for a technical position, the entire two year period must be given to study in a specific field. It is necessary consequently for the student to select his program prior to entry, since he majors in his particular field from the first week of attendance.

PROBLEMS OF ADMISSION. This, of course, creates a great problem both for the student contemplating this type of higher education, and for the college in accepting students for admission. To a certain degree, this type of junior college program is available only to those high school graduates who have arrived at some conviction with respect to the type of career they desire.

In recognition of the fact that such a state of mind does not exist with a very large number of high school graduates, and in order to assist these young people toward a realistic decision, the college has always followed a careful policy of admission procedure. The admission of a student is determined by information combined from four sources. One is the high school record of the individual. The second is his performance on a series of aptitude tests conducted by the college. The third is the information derived from an interview between a faculty member and the applicant. Finally, a health and physical record is required.

THE HIGH SCHOOL RECORD. The high school record is obviously an important source of information about the applicant. As a performance record it is some indication of the kind of student the person is. It provides information as to the work habits the individual has. It also provides information concerning the kind of preparatory work the student has had. Any individual with a high school diploma may apply for admission to the college, and consequently the high school background of the applicants is considerably more varied than that of those who might apply for the liberal arts college. In utilizing the high school record of the applicant, the admission office of the college recognizes that it is in itself not an accurate and complete measure of the individual's abilities, habits, or interests. A considerable number of high school graduates fail to develop a responsible and serious view toward school work until at an advanced stage of their high school careers. Many of these do not have an impressive high school record, nor one which suggests that they should continue their studies at a higher level. Many of them have, during their last terms in high school, acquired an appreciation of the value of education, and a seriousness of purpose which would warrant acceptance at a higher level. This is one of the important reasons why the college attaches equal importance to the aptitude battery and the personal interview.

APTITUDE TESTS. The aptitude tests which the college gives also serve the purpose of showing more clearly whether the student is making a desirable and realistic choice in applying for a certain program. This aptitude battery provides a uniform measure for all applicants of their competence with verbal material, their mathematical ability, their ability to deal with abstract material, their mechanical aptitude, and their capacity for three dimensional

visualization. In addition, a measure is obtained of their clerical speed and accuracy, and their knowledge of spelling and grammar. Through these tests applicants with all variations of high school programs and with all levels of performance during high school can be more accurately appraised for the various programs of study for which they have applied.

THE PERSONAL INTERVIEW. A continuing study of achievement in the courses at the college has demonstrated the importance of the students' seriousness of purpose. Individuals with limited capacities have distinguished themselves, and students with distinguished capacities have failed to succeed as a result of this factor. The personal interview in the admission procedures is an attempt to gain insight into this element. Information is sought concerning the reason for the applicant's selection of the specific program, the background or experience he has which may be related to this field, and whether his general interests or hobbies bear a relation to it.

THE HEALTH AND PHYSICAL RECORD. Each applicant is required to submit with his application a health and physical examination record. Many areas of technical employment require certain physical aptitudes and characteristics. If the individual does not meet these requirements, failure or severe hardship may result.

Food-handlers must have a clean health record; artists and chemists cannot be color blind; dental hygienists and dental laboratory technicians must have manual dexterity; and many of the engineering occupations call for certain physical stamina and capacity. Since the applicant is laying the foundation for a lifetime career in entering the college, the health and physical record is of vital importance.

The final decision as to admission is made only after a careful review of all four phases of the individual's file, by both the department head of the course for which the individual has applied, and the admission office itself. The problems related to such a decision have increased in recent years since the volume of applicants has exceeded the number which can be admitted to the college.

PRESENT STATUS AND FUTURE PROSPECTS. The New York City Community College offers a new alternative in higher education designed to lay the foundation of a satisfying career among the many technical and sub-professional levels of business and industry which have become so important in present-day America.

The value and desirability of this type of college training are manifested by the continually increasing volume of applicants desiring admission to the college. Since September, 1953, under the Community College formula, the program is supported to an extent of one-third by the State of New York, one-third by the City of New York, and one-third through tuition and fees which must be paid by the student. At the present time, student tuition and fees amount to slightly over \$100 per semester. Despite this requirement, nearly three times the number which could be admitted applied for admission to the September, 1954, term.

The student body and applicants come from all parts of New York City. Although the school is located in Brooklyn only about 40% of the students are Brooklyn residents. The desire of students from the Bronx for this type of program is indicated by the fact that the Bronx is second in representation at the college, providing 25% of the student body. Manhattan, Queens, and Staten Island supply the main part of the balance, with a representation from suburban communities surrounding the city and from up-state New York.

In considering the future, account must be taken of the increasing numbers who will be reaching college level age in coming years; the increasing need for, and interest in, college study; the rising costs for students; and the relative costs of establishing four-

year and two-year colleges.

A consideration of these suggests that New York City may require a Community College in each of the boroughs to satisfy the career preparation needs of the young people of the city. At present, two applicants must be turned away for each student admitted. As increasing numbers of New York city residents become aware of the opportunities at New York City Community College, this problem may rapidly rise in intensity.

In June, 1954, approximately 35,000 students were graduated from the New York City high schools. All of these, on the basis

of their high school diplomas, could apply for admission to New York City Community College. The college could admit only a little over one thousand of them to its September term. Not all of those high school graduates desire higher education, nor could they all benefit from it. If, however, the number desiring technical junior college education were to rise to 20% of this group, the facilities at New York City Community College would be seriously burdened.

Obviously, educational planning in New York City must give a prominent place to the technical junior college.

ONLY YESTERDAY

- 1. The average salary paid . . . was too low to be consistent with the dignity of the teaching profession.
- 2. . . . the various salary schemes . . . resulted in widespread injustice which in turn led to constant unrest.
- 3. . . . wire pulling which was too often necessary to secure promotion was unworthy of a body of self-respecting public servants and ought to be eliminated.
- 4. All these things . . . were impairing the usefulness of each individual teacher, and that the system as a whole was suffering in consequence.
- 5. The feeling that no matter how willing the School Boards might be to remedy abuses, no matter how wisely they might plan new salary schemes, the financial authorities of the city would not grant the money necessary to correct the abuses and put the revised schedules into effect.

From the Second Annual Report
 of Superintendent of Schools Maxwell,
 1900 (contributed by Irwin Fleischner)

Fallacies in the Teaching of Bookkeeping

I. DAVID SATLOW Thomas Jefferson High School

Careful scrutiny of the teaching of bookkeeping will bring to light the existence of a number of fallacies in the approach to, and treatment of, the subject. Some of these fallacies are teacher-initiated, others are supervisor-imposed. Regardless of the nature or origin of these misconceptions, they lead to undersirable practices and should therefore be dealt with honestly and courageously.

It should be remembered that not all of the fallacies will be found at work in every classroom. They are operative nevertheless in varying degrees, and if not recognized and reckoned with can, like barnacles, impede the growth of the subject. An examination of these fallacies should therefore contribute toward a reappraisal of one's daily performance in the classroom.

Fallacy 1: That there is a distinctly vocational objective or a distinctly consumer objective in the teaching of bookkeeping.

The high school is a medium for acculturation, for the socialization of the individual. Bookkeeping is but one of the many media through which the adolescent grows into the person he is potentially capable of becoming. Through it he acquires functional, fundamental skills while being afforded the opportunity to get along with people of different backgrounds. Alleged objectives are often rationalizations; they vary with economic conditions. When employment is at a peak, the vocational objective is claimed; when business is depressed, however, a consumer objective becomes popular.

Ironically enough, neither the content of the course in bookkeeping nor the methods of teaching disclose any perceptible difference when implementing the opposing objectives. Perhaps the correct statement as to objectives should be that bookkeeping is a subject which possesses both general-education values and vocational values, that the two are inter-related and frequently cannot be isolated

THE TEACHING OF BOOKKEEPING

Pallacy 2: That business arithmetic or junior business training is a pre-requisite for the study of bookkeeping.

Some twenty-five years ago, when bookkeeping was taught in the ninth grade, it was felt that the pupils were not sufficiently prepared to begin the study of the subject. As a result, the subject was upgraded to the tenth year and pupils were given introduction to business (or junior business training) and business arithmetic in the ninth grade.

Today, the practice in regard to the ninth year is not uniform. In some schools, combinations of introduction to business and applied arithmetic are taught during that year; in other schools, the subject is omitted completely. Very little difference, if any, is noticeable in bookkeeping achievements between the two groups.

We may have confused content with maturation. In the past, pupils matured during the ninth year, while they studied junior business training and business arithmetic; today, pupils mature during the ninth year when they are studying other subjects.

Fallacy 3: That there is but one approach to the study of bookkeeping.

Many teachers cling tenaciously to the notion that the subject can be taught by one approach only when as a matter of fact there are several approaches. We have approaches based on the journal, the account, the balance sheet, and the fundamental equation. Each lends itself to competent instruction.

Fallacy 4: That the balance-sheet approach is confined to the first few lessons in bookkeeping.

Many teachers and textbook writers are under the impression that they are following a balance-sheet approach if they devote the first few lessons to the balance sheet. A balance-sheet approach is much more than that. It is a philosophy of teaching by which every topic, every unit of work, is identified with its impact on the balance sheet. This philosophy cannot be realized when all consideration of balance sheets is dropped once the first week of the term is out of the way.

Fallacy 5: That there is but one sequence to be followed in the evolution of content in bookkeeping.

This point of view is explainable on the basis of security rather

than inertia. It is not so much a case of being satisfied with old lesson outlines; it is rather one in which the teacher feels secure following the method he was taught or the sequence of the first textbook to which he had accustomed himself. This fallacy is at work in the insistence upon teaching the personal account before the sales income account—or the cash discount accounts before the interest accounts—or asset, liability, and capital accounts before introducing the journal.

There are no research data upon which to form any conclusion as to the most desirable sequence. Until such data are available, experimentation with various teaching sequences should be encouraged.

Fallacy 6: That where the theory or method advanced by the textbook is not acceptable to the teacher, it should be ignored.

This is illustrated in the case of the rugged individualist who believes that interest cost is a capital account and who differs with the textbook, which considers it an asset account (or vice versa.) Rugged individualism is not to be desired when it produces conflict in the minds of the pupils. Yet this is exactly what happens when the pupils are taught one concept in class and are obliged to learn an opposing concept at home.

Differing with a textbook is splendid at a departmental conference when the question of textbook adoption is up for consideration or when textbook evaluation is under way. It is justifiable—as a matter of fact, necessary—in the class room when the textual material is outmoded. It is not called for, however, when the textbook content is acceptable from an accounting or educational point of view. Sound principles of mental hygiene would seem to indicate that if two or three points of view are equally acceptable to the profession, and one of these is prominent in the textbook, the teacher's individual preference should be submerged in favor of the textbook. Articulation of theory between teacher and textbook is called for.

Fallacy 7: That the accounting theory which the teacher learned is to dominate the bookkeeping that he teaches.

Relying on the authority of the profession is one thing, but

perpetuating specific practices even after the profession has abandoned them is pedagogically unsound. This is best illustrated in the case of prepaid rent, insurance, and interest. For the longest time we taught these items as deferred charges. Several years ago the American Institute of Accountants issued a research bulletin which favored the abolition of the classification deferred charges, and urged the inclusion of these items under current assets. Yet many of our teachers insist on the more difficult classification and justify it by quoting the accounting theories which our leading experts have rejected.

Fallacy 8: That certain business practices and procedures are too simple to warrant instructional time.

Some important clerical aspects of the bookkeepers' work are simple—and to the teacher, quite obvious. Some of these are taught only once during the pupil's career, without any practice; others are merely referred to or described. The writing of checks or the preparation of monthly statements of account, for example, is quite simple to the teacher, the adult. In the case of the pupil, the adolescent, however, each of these forms calls for a composite of skills and habits which must be acquired and retained on an office-use basis through occasional practice. Without such practice the pupil is inept at these simple skills and therefore embarrassed on the job.

The teacher takes for granted that the pupil can prepare the two forms as part of his general background. The business man also takes these forms for granted—he assumes that the pupil can at least prepare them without any guidance or assistance on the job. When the pupil falters, the employer poses the \$64 question, "What did they teach you at school, anyway?" And that is enough to unsteady the graduate entering on the first job.

When called upon to prepare a deposit, the graduate is even more bewildered. He did hear at one time or another about bank deposits' being made; he may have even been told how a deposit slip was prepared, but never did he undergo the experience of counting the money, arranging the bills properly, wrapping the coins, endorsing checks, preparing the deposit slip, making the appropriate cashbook entry and checkbook memorandum. Simple? Of course, but practice is very comforting.

Fallacy 9: That there must be a continuous flow of supplementary materials.

It appears that the accounting departments have recourse to more duplicating of materials than any other department. Their philosophy seems to be that the mimeograph machine must be kept going at all costs—in paper, in time, in energy. Teachers' excuses can be summed up in one claim, "The textbook is inadequate."

The solution to this perennial problem seems to lie in a deeper appreciation of the textbook and its contents. Judicious utilization of the textbook through the addition of several transactions here and there and the substitution of new instructions for certain earlier problems should eliminate the need for much of the mimeographing.

Fallacy 10: That there is but one method for teaching a given topic.

To the foregoing phrasing of the fallacy might be added—"mv method," "my" referring to the method favored by the speaker. often the supervisor. This misconception can be applied to the motivation or to the coverage of the first lesson on a new topic.

An objective person should realize that many roads can lead to one's goal, that method depends on the backgrounds of teacher and pupils, that motivation depends on pupil interests and teacher ingenuity, that the teacher's presentation reflects his bookkeeping bias, training and experience, his exchange of experiences with others, his reading of what others are doing and his willingness to learn and to do. To say that a topic must be taught a certain way or else it is being improperly taught is to deaden all initiative. All that we can say is that any unfolding which gives due recognition to principles of educational psychology is to be encouraged.

Fallacy 11: That we must painstakingly set up the background for a new topic before we reach it.

We often meet the teacher who spends half a period laying the groundwork for the new learning, only to discover that the remaining half period is insufficient for development of, and drill on, the new work. For example, to teach the returned sales account, that instructor will have the pupils make entries for going into business, for buying goods and selling goods before THE TEACHING OF BOOKKEEPING

proceeding with a returned sale. When asked for a reason for this approach, the teacher will invariably reply that the goods must be sold to the customer before he can return them and that goods must be bought before they can be sold. He will insist that all that he is doing is placing the transaction in its total setting.

But why such extended apperception? The concept of readiness can be brought into play by using a completed earlier exercise as the basis for the beginning of the day's work or by having account records reflecting a number of sales appear on the chalkboard as the pupils enter the room. With this as a springboard, the class has ample time for effective learning and application of the rerurned sales account.

Fallacy 12: That everything must be taught through the cycle.

The cycle shows the inter-relationships that exists among the journals, ledgers, and financial statements. Tracing each new topic through the entire cycle with its journal entries, posting, trial balance, closing, and statement preparation is very burdensome and time-consuming.

Not every historical event taken up in the social studies class is related by the class to the total history of the race. In similiar fashion, we should not expect each new bookkeeping topic to wind up with practice work that culminates in financial statements and closing entries. The cycle has its place—a most valuable one as an integrating device at regular intervals during the term, but not after the study of each new account.

Fallacy 13: That everything must be elicited from the pupils.

The concept of the development lesson arose as a reaction to the lecture method that was characterized by complete pupil passivity. It has unfortunately gotten to the point in the thinking of some teachers that everything must be "developed" through elaborate motivation and extensive questioning. Some items may be too simple to warrant extended discussion and questioning; others may be too involved to be left entirely to the refinement of the development lesson.

Attempting to elicit everything at all times from the pupils may prove too time-consuming, with the result that the period may end before the completion of the lesson and pupils may find themselves attacking a home assignment with incomplete or frag. mentary learning as their frame of reference. There should be melitary realizable moderation, so that the class period offers ample time for the other phases of a good lesson. There should be eliciting from the pupils, but the maturity of the teacher should guide his instant decision as to the cessation of the attempt to elicit when the law of diminishing returns begins to operate.

Fallacy 14: That the first lesson on a topic is to be a development lesson, which is to be followed by several drill lessons and a test.

This type of approach is a modern version of the "busy-work" school of thought. It replaces the old lecture method by having the class go through the motions of following along and arriving at generalizations during the first lesson. When all new learnings embraced by the topic are covered in the first lesson, the pupils fail to see any significance in the work. As a result, the several drill lessons that follow are dull experiences to the pupils.

Several lessons in any unit should have an element of development and drill. In so far as possible, pupils should learn one new thing, however small, each day. In this way, interest is sustained for all; the brighter pupils will be less bored, and the

slower learners will be less likely to be discouraged.

Fallacy 15: That analysis must always precede entry work.

At the very beginning of the first term's work, constant analysis is desirable. As the work progresses, however, it is unnecessary to have analysis in terms of the fundamental equation for every transaction considered. The entries for some transactions should be recordable automatically, without recourse to analysis in terms of increases and decreases of assets, liabilities, and capital.

The teacher should exercise discrimination in selecting the transactions to be analyzed. The slogan, "Analyze before you journalize," is sage counsel when dealing with a new topic or when con-

fronted with a troublesome transaction.

Fallacy 16: That the analysis is to be stated in a specific way. We frequently require pupils to express their analysis in terms of a formula, "The value of the asset, merchandise, increased \$100; we therefore debit the merchandise purchases account \$100. The

value of the asset, cash, decreased \$100; we therefore credit the cash account \$100." All too often, we insist on this formulation and permit no deviation from it. As a result pupils become involved in a maze of verbiage and lose sight of the purpose of analysis and of its value in determining the entries to be made.

Analysis that is rendered in goose-step fashion substitutes straight-jacket responses for mental activity and is destructive of the very purpose that it is intended to serve. We should require analysis, but analysis which represents thinking on the part of the pupil and which is an example of self-expression rather than the semantic mumbo-jumbo that results from casting all responses in the same mold.

Fallacy 17: That the teacher must always assign homework and plenty of it.

A number of bookkeeping teachers still subscribe to the notion that a subject acquires status when it is characterized by much homework that will "challenge" the pupils. It is not true that the assigning of homework per se will instil in the pupils a wholesome respect for bookkeeping; the very opposite may be truepupils may despise the subject because of the burdensome home assignments given in it.

A brief home assignment which provides additional practice on work learned in class will give the pupil a sense of achievement. Beyond that, however, we have no assurance that practice (without guidance) makes perfect. Furthermore, an inspection of the papers will easily convince us that for some pupils practice makes

for the very antithesis of perfection.

Fallacy 18: That the class learns when it is told something by the teacher.

This misconception applies to economic understanding, to causal relationships, and to personality-trait development. How often do we discover that pupils do not know the route of a check from the checkbook to the file or the basis for the extension of credit to a customer. Yet the teacher contends, "I don't see why they don't know that. I told them all about it."

When there is no learning going on, the expenditure of the teacher's time and energy is wasted. When we teach, we are not at all sure that the pupils are learning; when we tell, we are not even teaching.

This applies with equal force to work habits. Merely telling the pupils to be neat, to be careful, to remember to check all work will not assure us that these desirable work habits will follow. Furthermore, isn't it rather an admission of defeat if we have to remind the pupils fairly late in the term about these fundamental work skills? We do not have to tell the pupils to write across the page rather than downward. They do so as a matter of course because they learned the correct way. Yet the things about which we do go to the trouble of reminding them are ignored. Teaching is much more than mere telling.

Fallacy 19: That teaching our pupils the basic elements of debit and credit in journal and ledger work will enable them to adapt themselves to any bookkeeping job.

This misconception is at the root of the comment by many a graduate, "But the bookkeeping we learned at school is different!" There is no need for the marked dichotomy between school bookkeeping and business-office bookkeeping.

We cannot undertake to teach every form of journal and ledger found in business. We should continue teaching the basic format of the journals and ledgers, but we should supplement our instruction to some extent with work in specialized records peculiar to the needs of several types of firms. Pupils would thus have the opportunity to see the same basic principles of bookkeeping operate in different settings.

Fallacy 20: That the content of an advanced course in bookkeeping must of necessity parallel a college course in accounting.

A point of view of this kind can be attributed either to a frustrated college instructor or to a person lacking in imagination. A third-year course in bookkeeping offers rich opportunities for work on modern payrolls, tax records, special columnar books, and specialized books of account to meet the needs of special lines of business, of small-business owners, of professional people and of service industries, and for experience with integrated practical work.

JULES J. CASALBORE
Brooklyn High School for Homemaking

Shop teachers are painfully cognizant of their students' weakness in the basic fundamentals. These weaknesses are not confined to the slow learner but have spread to the students classified as average. An improvement in these fundamentals is one of the shop teacher's main desideratums.

I had the revealing teaching experience last term of calling upon the members of my class to spell the word raisin. Twelve or more boys volunteered. I wrote the word on the blackboard as each spelled it. Within five minutes I had twelve different spellings, not one of which was correct. The class was composed of the so-called average and slow learners, all in their junior year. I could go on citing examples ad infinitum, of weaknesses revealed in mathematics, English grammar, vocabulary, and spelling.

Conversations held with other vocational teachers of different schools reveal that this weakness in the basic fundamentals is not confined to our school but is prevalent in others.

As educators, we realize that these weaknesses stem from one or more of the following causes: language difficulty, poor home and social environment, low mentality, lack of individualized attention in the pre-high school years, the reading of comic books with stress upon illustrations rather than vocabulary, limited reading of well-written books, and the advent of television.

Consequently we as shop teachers can, and sometimes do, take a lugubrious view of the problem, becoming resigned to its existence and accepting it pessimistically as a frustrating reality. We are prone to rationalize the problem as one that should have been solved before the students were admitted to our shops. Unfortunately, this type of rationalization not only fails to mitigate the situation, but tends to perpetuate it.

It is not my purpose to dwell over-long on the causes, or to write a philosophical dissertation on the subject. I'm afraid my philosophy is of a nature that could be liberally interpreted as

applied philosophy. Reduced to substance, my outlook is that fruition only results when implementation follows the thought

processes.

The problem of remedying these basic fundamental weaknesses might appear to be insurmountable. The problem itself is recognized as a challenging and formidable one, but it can and should be divided into specific areas and resolved piece-meal. I'm a firm believer and practitioner of doing the small things first, and find that the big ones seem to be taken care of in the process.

The individual who searches for a simple and easily applied prescription that entails no expenditure of thought and effort will not find these suggestions rewarding. They are based on the assumption that the education of the whole child is our responsibility and that teaching the basic fundamentals is the job of every teacher regardless of his subject.

How Can Shop Teachers Aid Students in Improving **Basic Fundamentals?**

The following are the specific areas concerned:

Spelling Vocabulary and grammar Penmanship Arithmetic

SPELLING. Shop teachers should emphasize correct spelling of all commonly used trade terms by having a section of the shop notebook devoted exclusively to these terms and their meaning.

The inspection of notebooks, which should be done before each marking period, should include careful scrutiny for misspelled words. A list of commonly misspelled words should then be drawn up and drilled upon.

Test papers should be checked for misspelled words and these underlined.

During a lecture, teachers should take time to call attention to the spelling and meaning of the words being used.

VOCABULARY AND GRAMMAR. Teachers should plan for and encourage socialization in class discussions, affording students an opportunity for self-expression.

Students should be instructed and encouraged to do some individual or group research on a particular project and be given an opportunity to present it orally in class.

Essay-type questions should be included in every test paper as they afford the student the opportunity of revealing his ability to express himself on paper. The teacher is in a position to aid students in the basic fundamentals of writing through correction of misspelled words, vocabulary, grammar, and penmanship.

Essav-type questions are frowned upon because they are too subjective. They can be made more objective if worded properly. In asking a general question, the teacher should itemize specific areas to be included and should allot a given number of points to each.

Example: Explain the difference between bread flour and cake flour, giving the following information:

2 points. One point 1. Type of wheat from which each is milled. for each. 2. Percentage of protein in each. 2 points. One point

for each. 3. The difference in color. 1 point.

4 points. Two points 4. Name two ways of identifying each flour.

5. Explain why cake flour can not be used in 1 point. the making of bread. (Total Credit-10 Points)

PENMANSHIP. Attention should be called to the importance of writing legibly in notebooks and on test papers.

ARITHMETIC. There are numerous problems in every trade which require a knowledge of arithmetic. Arithmetic becomes important and most meaningful when applied to the solution of a real problem. This psychological fact should be exploited to its utmost by the shop teacher. Each problem should be broken down into steps and each step explained in detail so that the problem will be understood in its entirety. Drill is an important and indispensable technique used to put the processes across. The following example is used to illustrate what is meant.

Example: How many quarts of pan bread dough are required to make 36 dozen rolls scaled off at 3 pounds to a press, if each quart of dough weighs 6 pounds? 23

Before figuring the problem, each student should have been trained to write out the steps to be used, as follows:

Step 1. Determine the number of presses needed. This is done by dividing the number of rolls in a press, 3 dozen, into the number of dozen rolls desired, which is 36. (Answer-12)

Step 2. Estimate the number of pounds of dough needed if each press

weighs 3 pounds. (Answer—36)

Step 3. Figure the number of quarts of dough needed by dividing the number of pounds per quart, 6, into the number of pounds needed, 36. (Answer—6)

Individual pupils can be assisted directly by those students who have mastered the process. Additional outside work (homework) should be assigned to those who have difficulty in solving such problems.

THE NEED FOR A MARKING PLAN. It is sound educational psychology to emphasize the need for improvement in the basic fundamentals to the students and to demonstrate that it is a part of their shop work and not a thing apart. They should be made to understand that improvement is the primary goal of the program, with achievement and skills as very desirable outcomes.

In order to emphasize the importance and value of fundamental skills, teacher should explain that credits will be deducted for misspelled words, faulty vocabulary, errors in grammar, and poor

penmanship.

Although the motivation may be termed extrinsic, it is, I believe, for the majority the type of motivation that will produce results.

A teacher cannot objectively rate the student's effort and improvement without a system of marking. This is a must procedure in the educational program and if properly administered will insure the desired effect.

It is not the intention of the writer to set up a marking plan in detail. A plan can be drawn up within each school by the teachers affected. However, a marking plan is necessary, for if the student isn't penalized or rewarded for his efforts little improvement will result. Apathy will.

FOCAL POINT. Educational philosophy and principles are meaningless if not applied to specifics. One of our current principles of education is that the child is the center or focal point of our

educational program and that we as teachers should think in terms of meeting the interests, needs, and abilities of the "whole child." We shop teachers can give realism to this often-expressed philosophy through the implementation of the program outlined above. To be effective, however, the program must be accepted

and put into practice by all shop teachers in a school and not by a few. Through planned cooperation and coordination with the teachers of applied mathematics, applied science, and English, the program can't fail to produce the desired and expected results.

Try it.

January 4, 1954

IDENTITY

The Board of Ed It must be said Knows me not from Adam; So when it writes to me It plays safe, I see, By addressing me: "Dear Sir or Madam."

> -Nathan Levine Harlem Evening High School

SEE WHAT HOLLYWOOD HATH WROUGHT

"The movies are accused of causing juvenile delinquency, crime, immorality, and communism," writes Malvin Wald in Films in Review (August-September 1954), "but a few months ago the Detroit Times asked its readers to write letters on 'What the Movies Have Meant to Me.' Here are excerpts from (one) of them: 'I had been a government clerk and factory worker before entering the Army. When I got out I was dissatisfied with my former objectives. Cheers for Miss Bishop made me realize how the American school teacher devotes his life to children and to the community. Because of this film I am now a teacher in the Detroit school system."

Films of Special Interest

(Exceptional motion pictures reviewed for teachers by the film chairman of the School and Theatre Committee, N.Y.C. Association of Teachers of English. Consult your STC representative for further details.)

CASTELLANI'S "ROMEO AND JULIET" (Sutton Theatre)

What a wonderful motion picture! Here is the loveliest telling of a good story on the screen in many a year—and if you do not come away drenched in its color, kindled by its swift young ardors, captivated by the magnificence of its Renaissance style—why, you are a pedant, sir, and we bite our thumb at you, sir.

A-ha, you cry, then it really isn't Shakespeare? Marvellous

cinema, but not good Shakespeare?

We turn you over to our favorite Shakespearean, Professor Mark Van Doren, writing in 1942 on "The Limits of Entertainment":*

Movies should model themselves on their sources not with more respect than they do but with less, and indeed with no respect at all for material in the source which does not permit of translation into the language of movie art. The reason that Shakespeare has so far not been a genuine success at Hollywood is partly at least that Hollywood has been buffaloed by his name; also, of course, by a long tradition in criticism which ridicules movies for changing, cutting, expanding, and otherwise transforming their sources. Whereas the truth is that any movie must transform a novel or a play almost out of recognition. That was what Shakespeare did to his sources, whether they were sections of Holinshed's "Chronicles" or other men's plays or novels from Italy. Shakespeare never hesitated to suppress an ending which did not suit his purpose, to add one which did, to invent anywhere from one to ten new characters, to change their dispositions and roles in accordance with the theme FILMS_

The point about Castellani's Romeo and Juliet would appear to be, then, not that eight hundred lines of the play are missing ("Help me hence, ho!"—"Look to the lady") but that a truly creative artist has transformed Shakespeare's poetic imagery into scenes and moments of beauty and subtlety that are breathtaking.

Renato Castellani, who adapted Romeo and Juliet for the screen and directed it, says that this is the third time he has filmed the story of young lovers in conflict with prejudiced elders in a hostile environment. The first film, Under the Sun of Rome, was one of the early postwar "neo-realist" films from Italy that showed us those magnificently real faces in real streets that obliterated

^{*} Reprinted by permission of the author from THE PRIVATE READER (Henry Holt).

once and for all the forever-amber-lighted faces in studio streets. It had some fierce yet tender young lovers who came to a troubled end. The second film, Two Cents' Worth of Hope, was a charmer if ever there was one. Its modern Romeo just out of the army and its deliciously absurd little Juliet won their private war against every form of love-devouring death in their society.

Castellani found in Shakespeare's Romeo and Juliet an essentially unbeatable simple story in a fascinating setting. His screenplay is clean, clear, fresh; it has a delicacy, power and directness of line that are new for him. It rushes the impatient pair to their "misadventured piteous overthrows" with a daring vigor that belongs to the Renaissance. Yet there are traces of what one would like to stop calling the "neo-realist" if there were a better term: the complete freedom from studio shots (the entire film was photographed in Siena, Verona, Mantua; in Montagnana and in Sommacompagna); the avoidance of stars and Central Casting types (Juliet is played by a nineteen-year-old who has never acted before, Romeo by a fresh young player of promise, the Montagues and Capulets and their followers by Italians who are not actors but a Venetian gondolier, a Veronese architect, an Italian novelist, and so forth).

But if this were all that Castellani could offer, it would not be enough. We should be grateful that his Romeo and Juliet is so incomparably less weary, wooden and conventional than the 1936 M-G-M film with Norma Shearer and Leslie Howard. We should give him his due for answering—in our opinion at any rate—the plea of Graham Greene, who was a Spectator film critic back in 1936, for a pair of lovers "hot with youth and Verona fevers, as reckless as their own duelling families, 'like fire and powder which as they kiss consume." We might still ask what "equivalents" Castellani has found for the lyricism of some of Shakespeare's passages.

He has created a film which is a poem of images of the Renaissance. It is the loveliest film we have every looked at, lovelier in color and style than Henry V—which is not surprising, since Robert Krasker photographed and helped to design them both. It is a film of a way of life, of a style of dressing and of dancing, of embroidering and of duelling, of glancing and of climbing a wall. The indescribably rich texture of the film clothes the lovers

FILMS_ meeting, loving and dying. The radiance of its color brings them to light; they move in a newly-minted scene of golden subtle shades. By setting the story at the beginning of the fifteenth century instead of the more conventional fourteenth, Castellani was able to collaborate with Piero della Francesca, Filippo Lippi, Carpaccio, Uccello, Botticelli, Pisanello, Bellini. The delight of watching a motion picture that is at once wholly alive and human, and a succession of nobly planned and superbly executed paintings of a magnificent period, is difficult to express. This delight is shared by many who do not have our advantages, who do not recognize that Juliet's white silk ball dress is copied from "E Primavera," and that Lady Capulet's head-dress is taken from a Piero della Francesca fresco in Arezzo. We know this from the reactions of the students who have previewed the film. They have been transported by the pleasure of this Romeo and Juliet. The pleasure of falling in love with love, of course, and of weeping and yet believing in the sweetness of it all. But also the quite-unaccustomed pleasure of recognizing a new experience and of wanting to learn something. Why is this so much more beautiful than all the other Technicolor movies, and who are all these painters, and what was the Renaissance, and are there books with good pictures, and is the play as marvellous as this? And the pleasure, beyond everything, of understanding that this is a master work of a film artist, something to see again and again.

Although it is such a visual delight, Castellani's Romeo and Juliet is by no means only that. Roman Vlad's music is beautiful. William Shakespeare's poetry is astonishingly fresh. The boldness of casting Susan Shentall as Juliet and Laurence Harvey as Romeo pleased us; unless the lovers are really young, really breathless, really unfledged, it is a gently ridiculous tale. This pair moved us more in the balcony scene, the ballroom scene, the tomb scene, than we've been moved before. Miss Shentall is as English as a cowslip; her lack of skill is never jarring; her reading often has the grace of a very nice young college girl's. And every moment she is being directed: Castellani has enough style for twice as many actors as this story employs. Laurence Harvey, who has begun to make a small reputation for himself here and there in British films and in Stratford Shakespeare, gives some of his lines a telling poignancy that is his own

as well as the director's; his "O, I am fortune's fool" and "Dry sorrow drinks our blood" are wrung from us as they are from him, and when he says "O, she doth teach the torches to burn bright!" he and Miss Shentall and Castellani and Shakespeare and Robert Krasker achieve a triumph of romantic style. Yes, it is good to listen to. Of all the missing lines in other scenes, we missed very few. Perhaps Mercutio's the most—but let's be fair; in full spate he would hold up the story. Read him, Professor Van Doren says, and meanwhile what a joy to look at him and to listen to some of his lines, and to look at the Tybalt and the elder Montague and the Prince (Enzo Fiermonte, Giulio Garbinetti, Giovanni Rota)—those superb heads and figures of Italian gentlemen who with their British co-players (Flora Robson, Mervyn Johns, Norman Wooland, Sebastian Cabot, Lydia Sherwood-even John Gielgud as the Chorus) make an Anglo-Italian masterfilm of an Anglo-Italian legend. It is all a feast for the eye, and the heart of the poet's play is fed by it; Shakespeare himself would cry,

> O, learn to read what silent love hath writ: To hear with eyes belongs to love's fine wit.

Flora Robson's Nurse and Mervyn Johns' Friar Laurence are such seasoned, charming portrayals, so important in the film, that it is nonsense to dismiss them in a parenthesis. But there is not space enough here for all of the good things in Castellani's Romeo and Juliet. See for yourself. Without any more signposts you can discover a field, a room, a gesture—and be transported.

(A. J. Arthur Rank Organization presentation, released through United Artists. Awarded First Prize, 1954 Venice Film Festival; Medal for Extraordinary Achievement, Parents Magazine. Student discounts will be available during the Sutton Theatre engagement.)

RUTH M. GOLDSTEIN Abraham Lincoln High School

Education in the News

Better build schoolrooms for "the boy"
Than cells and gibbets for "the man."
—ELIZA COOK, 1817-89

The Little Red Schoolhouse is an American symbol which each year becomes more sugar-coated with added honey and molasses. As a matter of history this ancient school plan was wretched in the extreme. If it seeks to take credit for the greatness of some Americans who came up through this rocky glen, it is only allowed to do so by the natural tolerance and forbearance of our people. This is strictly in the great tradition of "from log cabin boy to President." It is the after-image of a people of magnificent destiny that sprang up from rude frontier villages. It is this vision viewed through tinted spectacles that placed the Little Red Schoolhouse on the pedestal it has occupied for more than a century.

This debunking of an American institution is merely to point up the inexorable fact that the citizens of this land have never been eager to spend money for good school plants. Nearly every school building ever erected was old before it was completed and unsatisfactory even for the education of its time. Throughout our history support for free or nearly-free education has been fairly enthusiastic; oddly enough, the physical plant to support education has been niggardly in comparison with the high ideals of a democratic society.

The tensions of youth, whether brought on by international strife or created by other dislocations of family and community living, are objective facts which call for more and better education and guidance under appropriate conditions, if we are to have need of fewer jails and mental hospitals. If repeating something which everybody knows becomes maddeningly platitudinous, that is likewise true of the weather about which "no one does anything." Know it then for the fact that it is: the immediate task for any Citizens for Education Committee is to sound the tocsin for more and better school plants everywhere in the country.

Dr. Stephen J. Knezevich, Associate Professor of Education at the University of Tulsa (Oklahoma), in the May, 1954, issue of the American School Board Journal, has done some spade work

on this subject which he has put together in an article entitled "Inadequate School Plant Facilities." Some excerpts from his

article follow below.

... the current crisis in physical facilities for educational institutions can be attributed to such factors as: (1) the great depression of the 1930's during which the school boards were barely able to keep schools operating for full terms, much less carry out extensive programs of needed capital improvement; (2) the global war of the 1940's during which school construction was almost completely halted; (3) the increased number and rate of births during and since World War II; (4) expansions and extensions of education programs that require more generous space allotments; and (5) the great inflation we are still experiencing. . . .

... Inadequate school plants for public education will continue as long as the public regards school plants as relatively minor or unimportant in the total educational

program. . . .

... There is ample historical evidence to show that shortages in instructional facilities have been a perennial

problem in public education. . . .

... An unheated barn or watchhouse in the summer and a rented room in a private home for the winter were the schoolhouses during the colonial period. School furniture consisted of little more than crude desks and benches....

... The school site was considered unimportant, for the people were insistent that the building be located upon land that was nearly as valueless as possible. As a result, the school site was some surplus angle formed by the streets or rocky land unfit for cultivation. . . .

... At the close of the eighteenth century the schools of our nation, particularly the elementary schools, were in sad shape. . . . If schoolhouses existed at all as separate structures, they were small, low, and poorly built. They were designed primarily as shelter houses rather than as physical facilities for instructional purposes. . . .

... in 1800 the city of New York had a population of approximately 60,000, but no school facilities other than those provided by private and church schools. The school plants of this period clearly exhibit the public apathy toward public education....

In . . . Principles of School Architecture written by Henry Barnard in 1848 . . . Barnard . . . vividly described the condition of existing schools during the first half of

the nineteenth century by pointing out that:

They are almost universally, badly located, exposed to noise, dust, and danger of the highway ... and built at the least possible expense of material and labor. They are too small. They are badly lighted. They are not properly ventilated. They are imperfectly warmed. The rush of cold air through cracks and defects in doors, windows, floor, and plastering is not guarded against. They are not furnished with seats and desks, properly made and adjusted to each other. . . . The seats are too high and too long ... no suitable support for the back. They are not provided with blackboards, maps, clocks, thermometer, and other apparatus.

... in 1890, it is recorded, 29 per cent of all rural school buildings in North Carolina were made of logs and, in 1918, 3 per cent of these remained standing. . . .

... The Kansas city school board of 1867 rented for school purposes deserted dwellings, unoccupied store rooms, and damp and gloomy church basements as there was not a single public school building in existence at that time. . . .

... The description of the plight of the Boston school system in 1857 as reported by the famous Superintendent John D. Philbrick can be used to illustrate the sad condi-

tion of school buildings during this period:

The accommodations were generally, judged by present standards, poor with respect to light, air, playgrounds, outbuildings, ventilation, the size of rooms, heating, furniture, and indeed almost every particular that could be named. The schoolrooms were excessively crowded, each teacher having an average upward of 60 pupils.

... James Johonnot describes the status of school plants

in 1871 . . .:

... They are unsightly in appearance ... It [the typical building] is unpainted and nearly half unglazed. Its style is nondescript, being too small for a barn, too deficient in the elements of just proportion for a dwelling, and much too

neglected for outbuildings of a farm.

They are poorly built ... poor buildings are the rule rather than the exception. They are not of sufficient size.... The room is so confined that the pupils are forced into uncomfortable proximity to each other. They are not properly ventilated. They have inadequate yards and playgrounds. Even in the country places where the land is very cheap, the schoolhouse is frequently placed directly on the line of the street, and generally at the corner where several roads meet. Not one inch of ground is set apart for the use of pupils when out of the schoolroom. They are destitute of the necessary outbuildings. In many cases there is no privy. . . .

... The concept of the schoolhouse as little more than a shelter-house is revealed in the North Carolina school

survey of 1921:

... For, from the revival of interest in public education after 1876 until very recently, the paramount question before rural school authorities was not how well, but how cheaply could building be done; it was not for them a question of building a modern schoolhouse, but of procuring any schoolhouse at all that would shelter the pupils and keep the schools going ...

... The apathy of the public toward inadequacies in public school plants, as indicated by this historical survey of the problem, is related to the concept of the

school building adopted by the public. As long as the public feels that protection is the chief function of the school plant, then almost any place will serve as a school provided there are teachers in it. . . .

... The school building and site have a role to play in the educational process that is above and beyond that of affording protection from weather, health, and safety hazards. The primary function of the school plant is to facilitate the learning process....

JACOB A. ORNSTEIN

J.H.S. 127, Queens

"IT'S DOCTOR'S ORDERS"

The teacher's life should have three periods-study until 25, investigation until 40, profession until 60, at which age I would have him retired on a double allowance.

-William Osler: Speech in Baltimore, February 22, 1905

THE TEACHER'S OWN SHAKESPEARE

1. He gets through the day well enough-Shall quips and sentences and these paper bullets of the brain awe a man from the career of his humour? Much Ado about Nothing, II,3

2. —until the last period: Go thy ways, I begin to be aweary of thee . . . Go thy ways. All's Well that Ends Well, IV,5

3. He thinks he will buy a TV set with his Christmas-holiday I had rather have a fool to make me merry than experience

to make me sad; and to travel for it too!

As You Like It, IV,1

4. A friend tells him how to finance both: I know a bank where the wild time blows. . . . A Midsummer Night's Dream, II,1 (revised)

Chalk Dust

Supervisors observe many commendable techniques in classes. These may be made available to other teachers by submitting them (150-250 words) to CHALK DUST. Address Irving Rosenblum, Willoughby Junior High School, Brooklyn 37.

LANTERN SLIDES-HOME MADE

Various devices are employed for the preparation of home-made lantern slides. The commercially available Radio-mat is excellent when used with a typewriter for printing. However, drawings which are made by this method are usually poor in quality. Writing on a ground glass plate is another common means of preparing slides of drawings. Plates of this type may not be readily available, and it is usually inconvenient to prepare them by grinding with carborundum powder. Excellent slides of drawings can be prepared by the photographic method, but this procedure is both time-consuming and expensive.

A simple inexpensive method has been devised which enables one to prepare slides of drawings in great detail. The desired diagram is drawn with either ordinary ink or India ink on a thin piece of onion-skin paper the size of the slide. If it is desired to label the drawing, one can type directly on the onion-skin paper. The paper is then wetted with clear mineral oil which makes it translucent. The paper is then placed between two glass plates and the slide is completed in the usual fashion. This method can also be applied to cases where one wishes to prepare slides of printed matter. This is done by merely typing on the thin paper.

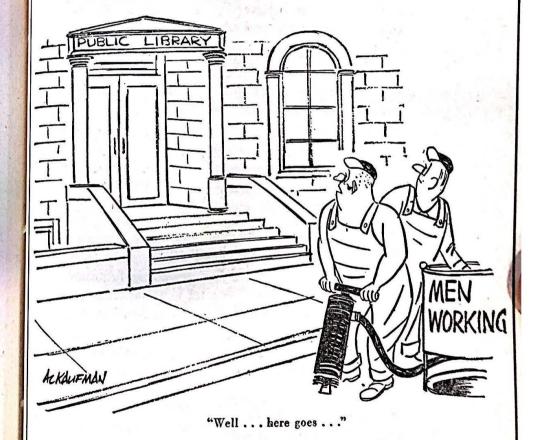
The slides can be dismantled after use if desired, and the glass plates used once again. Except for the cost of the glass plates which can be re-used, slides can be prepared in this way at almost no cost.

STANLEY and BERNARD MITZNER

Midwood High School

HIGH POINTS OF HUMOR

A cartoon-of-the-month selection by J. I. Biegeleisen, Art Department School of Industrial Arts



Courtesy: the artist and the Saturday Review of Literature

High Points

MY THOUGHTS RUN WILD

Teacher retires after 38 years. Always wanted to be a lion tamer.—News ITEM.

I think the task is very grave, To teach a lion to behave; And for a person old and wheezy, The job is anything but easy.

A teacher's work is always double, And full of fret and fight and trouble; And who can make a bigger error Than holding down a holy terror?

I'd rather hunt with spear and gun, And see the lion on the run, Than backward in a classroom walk, And fight it with a piece of chalk.

The tamer strutting in the ring—
He cracks the whip and makes it sing;
He has the lion sit or dance,
Or stand in kingly elegance.

The pencil in my feeble hand Is not a weapon for a stand; And putting down an oval zero Will only render me a hero.

O I am growing old and gray, And all my efforts hardly pay; For one is really in the red In training for the Board of Ed.

I am demure and slow and meek: I have an easy, gentle streak; And when the pupils give a roar, I cower down behind the floor. My creatures have the happy art Of tearing all the room apart, Of looking wildly round and free, And then go tearing after me!

And therefore I must save my face By taming in a quiet place, Well fortified with every rule I learned by doing it in school.

JACOB C. SOLOVAY

Fort Hamilton High School

WANT TO BE A FIREMAN?-A TECHNIQUE IN GUIDANCE

There is little useful material for vocational guidance of "general" pupils. The usual studies in high school aimed for college preparation are practically useless for such pupils. Nevertheless, there are many boys and girls in this "general" group who have the intelligence to do better work if they really felt that the work was worth-while.

In order to cope with this problem I decided to investigate the civil service examinations as a source of material. I was most pleasantly surprised to find some of these examinations ideal for the purpose. The fireman's examination seemed best suited for vocational guidance, and a mimeographed list of questions from the examination (July 13, 1946) was prepared, together with additional questions intended to show the connection with subjects taught in high school.

These question sheets were used in an applied physics class on the first day of the term. The question was raised as to what they would like to do for a living after high school. Would they consider the job of fireman? Most of them felt that it was a job they would consider. What are the requirements for the job? Many pupils were of the impression that physical strength was the main quality required of a fireman. Few were aware that an examination would have to be taken and passed—an examination very similar to a Regents test.

The question sheets were passed out and discussed. As each question was completed, the pupils were asked what subjects in

high school would be helpful in answering it. We did not complete the questions the first day. Would their interest be sufficient to continue with these questions the next day? I was gratified to find that they were very anxious to continue. At the conclusion of the discussion the following main points were brought out:

1) It would be difficult for a prospective fireman to pass

the test without four years of high school.

2) A person who could pass a Regents examination would be more likely to pass the fireman's examinations.

3) College work would also help.

4) If promotion examinations were of a similar nature. then the greater the amount of schooling the better the chance of passing the fireman's promotion test.

5) Almost every subject in the high school would help a fireman pass the examinations, and might also be use-

ful in his daily work and for promotion.

I then raised the question as to why the examination asked difficult questions which involved intensive knowledge of English, and other subjects such as algebra, science, economics, and current events. The pupils readily saw the point that one could test alertness, intelligence, ability to read and follow directions by means of such a test.

Would a fireman find Spanish useful? Yes. Such knowledge

might save a life in a Spanish-speaking community.

Would he find mathematics useful? Yes. He might be sent out to a restaurant where it would be necessary to determine safe

seating capacity according to some formula.

Would he find drawing useful? Yes. Blueprints might have to be read. Sketches might have to accompany a report of a fire. English would be needed to write the report. Typing might help in preparing a report. Science would be needed for understanding fire hazards, particularly in factories.

The fireman might be called upon to read a law. He might have to give testimony in court and thus should know how to speak

properly.

It was then pointed out that our modern society needs brains and knowledge even more than brawn. Size no longer counts in many jobs. A 51/2 foot airplane pilot weighing 125 pounds is

preferred to a 61/2 foot pilot weighing 250 pounds. The chances of promotion in many jobs depends upon the training and knowledge that one possesses.

On the third day a pupil (not in the class) who had learned how to repair radios by taking a correspondence course was called in to tell the class about it. He showed the booklets used and the tests he had to pass to go on to successive steps. It was obvious from his account that abilities to read and write and the knowledge of science were fundamental to learning how to repair radios.

IMPROVED ATTITUDES. All in all, the three periods spent in this manner were most worth-while. Most of the boys were convinced (at the time) that education might be worth-while. There is no objective way of determining whether or not this affected their work, but I sense an improvement in their attitude toward work as compared with other classes in the past in applied physics. There are few complaints about homework, and most of the students have handed in their work on time. There have been fewer disciplinary problems in this class than I had experienced before.

It seems to me that a concerted program of similar vocational guidance of a highly specific nature in many areas of school work could effect improvements in attitude, reduce discipline problems, and create a more wholesome attitude toward the school.

Some specimen questions from the fireman's examination and a few of the questions relating to it are given below. To conserve space, only a sampling of the items used is presented.

Your School and Your Job

The following questions appeared on the written examination for New York City firemen given on July 13, 1946. Can you answer these questions? In each question underline the answer you think is correct.

#28 "Comparative tests show that, at a speed of 20 miles per hour, the average piece of fire apparatus will continue to travel approximately 60 feet before it can be brought to a complete stop." Of the following, the chief implication of the above statement for a fireman assigned to drive fire apparatus is that (a) fire trucks should rarely be driven at such a speed that they cannot be halted in less than 60 feet (b) a driver who cannot see the road more than 60 feet ahead of him should be driving at less than 20 miles per hour (c) the optimum rate of speed for a fire truck is 20 miles per hour (d) most fire trucks can be brought to a

complete stop in less than 60 feet (e) the average distance in which any fire truck can be brought to a complete stop, on the basis of comparative

tests, is about 60 feet.

#29 "Water possesses certain advantages as an extinguishing agent." Of the following the chief advantage of water as an extinguishing agent is that water (a) enters into chemical union with certain substances, producing heat (b) has a high freezing point (c) is lighter than oil and will not mix with it (d) has a great capacity for absorbing heat (e) is decomposed, producing combustible gases, when in contact with hotmetals.

#31 The 1946-1947 expense budget of the City of New York became effective July 1, 1946. Of the following, the statement concerning the New York City expense budget which is most accurate is that the (a) expense budget is prepared initially by the City Council (b) expense budget is prepared initially by the Board of Estimate (c) City Council can increase or decrease the expense budget proposed by the Mayor (d) Mayor cannot veto any change in his expense budget made by the City Council (e) Board of Estimate can increase or decrease the expense budget proposed by the Mayor.

#33 The fireman who has kept abreast of the progress of the United Nations in safeguarding world peace should realize that use of the veto power has become an important issue in the proceedings of the (a) General Assembly (b) Secretariat (c) Trusteeship Council (d) Security

Council (e) International Court.

#46 Suppose that water is being pumped from an engine into a hose at a pressure of R pounds and that the friction loss in the hose is P pounds per foot of hose. The pressure loss in the hose due to friction will equal the pump pressure when the length of hose is equal to (a) P divided by R feet (b) R minus P feet (c) 12 times P feet (d) R

feet (e) R divided by P feet.

#51 "Fire fighting, like many other specialized activities, makes use of certain words and phrases that should carry clear and definite meaning to every fireman. For example, every competent fireman should know what is meant by a centrifugal pump." The word centrifugal means most nearly (a) economical (b) single purpose (c) proceeding from the center outward (d) designed to produce fluid motion (e) maximally efficient.

#56 "The fireman will find at many fires that heat is spread by convection." The word convection refers most nearly to transfer of heat by (a) direct contact with the blazing object (b) radiation (c) currents of air (d) molecular attraction (e) close proximity.

Questions

A) Here is a list of some of the subjects taught in high schools: English, history, economics, Spanish, Italian, art, algebra, geometry, typing, stenography, bookkeeping, general science, biology, chemistry, physics,

shop, mechanical drawing. In your opinion, which of the above subjects would be of no use to a fireman? B) Which of the subjects mentioned in A would be useful in answer-

ing the above questions?

Would knowledge of Spanish be useful to a fireman? Explain. Would ability to draw be useful to a fireman? Explain.

Would ability to type be useful to a fireman? Explain.

Do you know the meaning of the words "implication" and "optimum" in question 28? Why is the fireman's knowledge of words tested?

Ouestion 33 tests knowledge of current events. Why should a

fireman be required to know about such things?

H) Would regular reading of an informational type or of a newspaper be of value to a person taking the fireman's examination? Explain.

Which of the following persons has the best chance to pass a fireman's examination? (a) one who went to work at 16 (b) one who failed most of his subjects in high school (c) one who graduated from high school.

HYMAN RUCHLIS

Bushwick High School

AN HONOR CLASS IN BUSINESS ARITHMETIC

Since 1946 Eastern District High School has conducted what I believe to be the only Regents class in business arithmetic in the City of New York. During my first two years (1943-1944) at this school, the feeling prevailed that many of the better pupils in the business arithmetic classes were not profiting to the fullest extent, nor were they working to capacity. The thought of an "honor" class of selected pupils came to mind, but we hesitated to introduce another new class into the school organization because we were working on the introduction of courses in remedial arithmetic, record keeping, retailing, and other modifications of the curricula necessary to meet the challenges presented by the rapidly changing composition of our community population. Our hard working and cooperative program committee could well have said, "What! Another new course?"

One day a colleague said to me in effect, "There are a number of pupils in my classes in business arithmetic who are not being challenged in the classroom. Why should these students be held back by pupils of lesser ability, many of whom really should be taking remedial work? I am sure other teachers in the department have such pupils too. Can't we organize a special class for the good pupils and hold them to higher standards of achievement?"

The teacher who raised these questions agreed that if permission were obtained to organize this special group, he would teach the class. A special course of study different from that of our regular classes would be followed; the course content would stay within the framework of the New York State syllabus; and the final examination for this course would be the state Regents examination in business arithmetic. Our principal endorsed the project and our business arithmetic "honor" class was introduced in February, 1946.

Our program committee was instructed to place in this class—

1) Our own ninth year pupils who had passed our ninth year mathematics course with 75% or better and who had elected to pursue the commercial course

2. Incoming pupils from junior high schools whose applications for admission indicated superior achieve-

ment and relatively high IQ's

3) Failures in geometry or other upper-term pupils who, for one reason or another, were to take business arithmetic.

COMPARATIVE STUDY. At the end of the first term in which the new course was in operation, 67% of the pupils who took the Regents examination passed it. Professional curiosity gave rise to the question, "How would pupils of comparable background and ability who are registered in the regular business arithmetic classes compare in achievement with those in the honor class?"

In January, 1947, the Regents examination was given to a number of the superior pupils in the other business arithmetic classes. The five teachers of the eight classes were requested, a few days before Regents week, to furnish the names of the best six to eight pupils in each business arithmetic class. These pupils were told, "Because of the excellent work you have done in your business arithmetic class, you will be given the privilege of taking the Regents examination next week. We know that you have had no formal preparation for this examination but you are good arithmetic pupils. If you pass, you will have earned your first Regents credit." Every pupil reported for the examination. We had not told them what might happen if they failed to do so and apparently they took no chances.

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Statistics based on this January, 1947, examination, submitted herewith, compare the IQ's, Regents marks, and final term marks of the honor class with the group of pupils recommended by the teachers of the regular business arithmetic classes, shown as the "unselected" group.

This identical experiment was repeated in January, 1954, and the accompanying data show three sets of figures: results in 1954. those in 1947, and the combined results in columns headed "Total."

Table I is very interesting. Note that the mean IQ of this honor class is 105.0, a score substantially below that of the entering

classes of a number of our "non-selective" high school.

The IQ's were taken from the permanent records of the pupils and represent tests taken in elementary, junior high school, or Eastern District High School. The low IQ's of a number of pupils in each group suggest that perhaps they should have been excluded from this study. The fact remains, however, that the pupils were in the honor class or were recommended by the business arithmetic teachers to take the Regents examination.

It is significant to note that 89.8% of the pupils in the honor class passed the examination, obtaining an average mark of 77.4, whereas only 14.5% of those in the "unselected" group passed

the examination, obtaining an average mark of 45.4.

An analysis of the achievement of the 20 pupils in each group with the highest intelligence quotients (See Table II) shows that 90% of the pupils in the honor class passed the Regents examination whereas 30% of the "unselected" pupils passed. Note that the latter group while only slightly lower in IQ (120-118.7) is substantially lower in achievement (90%-30%) but nevertheless received higher final marks (86.6-89.6) than did the pupils in the honor classes. These data might explain the reluctance on the part of pupils to be placed in honor classes where they must compete with other bright pupils and work hard when they can earn the same or higher marks with less effort in the regular classes. In general, pupils in the honor classes in business arithmetic receive a minimum of 85 if they do their best work. The occasional mark of 65% or 70% is given to the shirker or the pupil who has been absent excessively.

Are the variations in results due to the superior ability of the teacher? With no intent to minimize the ability of the teacher who handled the two honor classes that are the subject of this report, it should be understood that the other teachers of the business arithmetic classes are equally competent. The pupils in the unselected group came from the classes of five different teachers including the honor-class teacher-in 1947 and three different teachers in 1954. It is interesing to note that of the six pupils who were in regular business arithmetic classes of the honor-class teacher in 1947, not one passed the Regents examination although the teacher was successful in getting 94.1% of the pupils in his honor class to pass the same examination.

DRAWING CONCLUSIONS. Some one has raised the question: "What are you trying to prove? It is obvious that the pupils in the unselected group, though equal in ability, did not get the same training as the pupils in the honor class. Had they received the same training, they too could have passed the examination."

That is just the point. These pupils did not get the opportunity to do the challenging work of an honor class. Pupils in the honor class became adept at rapid calculation and the use of short cuts. They were exposed to a greater variety of topics and were held to higher standards. They were presented with challenging problems, and they worked with greater efficiency and enthusiasm. The value of an even wider program for challenging the brighter children was recognized by the introduction of an Honor School in Eastern District High School in 1953. Its curriculum will challenge and enrich the experiences of pupils both within and outside the school, and will provide for commercial electives as well as for college preparation.

Much can be said for and against the implications of this article -homogeneous grouping, the value of the Regents examination in business arithmetic or any other subject, the value of uniform examinations in general, the substitution of our own city-wide or departmental tests for the Regents examination, the selection of pupils for any grade of work, flexible promotion standards.

I do not wish to generalize although many of the points suggested by this article could apply equally well to other subject areas. Several conclusions, however, seem inescapable:

1. Pupils in this honor class in business arithmetic

learn more arithmetic than they would learn in other regular classes in the subject.

2. They acquire integrity of character through conscientious and serious application to daily work.

3. The teacher, though he works hard, enjoys teaching this class, and the pupils after a slow start find that hard work, when accompanied by improvement in scholarship, can be enjoyable and emotionally satisfying.

4. The standards of the teacher and the achievement of the pupils would not be so high if the requirement of taking the Regents examination at the end of the

term were eliminated.

SAUL WOLPERT

Eastern District High School

LET THEIR VOICES BE HEARD

There are many benefits to be derived from using choral speaking in a class for children with retarded mental development. I should like to share my experiences with those teachers who labor with the slow and "slower" learners of our school population. At first glance, the idea of using this skilled and artistic method with children who can scarcely read (and many of whom never learn to read) may appear incongruous, yes, even ludicrous; but we hope that a closer examination will convince even the most skeptical of its value. At the outset, let me caution against expecting the results commonly associated with choral speaking; although the methods are similar, we shall soon see that the aims are not.

PARTICIPATION FOR ALL. In most CRMD classes there are three reading groups; for our purpose, however, these groups are combined and the class takes part as a whole. Here's my method: I select a short simple poem and write it on the blackboard. Before anyone is allowed to copy it, I read the poem and we discuss its general meaning. We also discuss the poet's life if it is particularly interesting and full of action. I underline the unfamiliar and more difficult words and allow the best readers to find their meanings in the dictionary. When this has been done, we read the poem together as a whole, then line by line. Copying the poem is the

next step. You will find that copying varies with the levels of ability; some members of the class find it quite difficult to copy anything from a blackboard and must be allowed to use the book. A few may not be able to copy at all. This phase of the activity affords opportunity to encourage the use of capital letters and

simple marks of punctuation.

Each day the class reads the poem together. I find it a good idea to vary the timing so that it doesn't become a "must" but rather, a welcomed break after a period when movement was at a minimum. Gradually the best readers will begin memorizing the poem; and the middle group, in a spirit of friendly rivalry, will learn it almost as quickly. The lowest group (containing nonreaders and those slightly above that level) surprise even themselves by learning a few lines and the important key words. The activity can be made cooperative by selecting solo voices from all three groups. In this way, many children who have never recited before are afforded opportunity to do so. You will find that it greatly improves the morale of the entire class. When the poem is ready for presentation, it helps to call in someone to hear it. Although choral speaking does improve the speech, writing, capitalization, punctuation, and reading, its greatest value lies in the opportunity it allows the "most lowly" to appear in a worthy light with others of his class. It affords the teacher an opportunity to engage in a class activity that is both purposeful and pleasurable. You will find that when genuine interest and enthusiasm have been aroused, they will carry over into other phases of school life.

HELPFUL HINTS: Some hints to those who would experiment:

(1) Do not select too long a poem (three or four verses).

(2) Whenever possible, choose a poem with repetition.

(3) Allow the class to choose a poem.

(4) Never urge (or expect) memorization from even the best readers.

(5) Make your reading of the selection dramatic and forceful.

(6) Use solo voices from all three groups, even if it is only

an echo of a word or two from the "low" group.

(7) Let the activity be relaxing and pleasurable; i.e., never worry yourself or the class about it; never work with it too long at one time (about ten or fifteen minutes); and do not lose patience with the slowness of some nor expect a "finished" rendition.

(8) Do not extend it over too many days. If there is but little interest and memorization is unusually slow, the poem is too difficult; discard it and make another selection.

I have found the following poems useful:

Let's - Read - Together Poems #5 and #6*

"Winds A-Blowing"—May Justus

"Night Train"-Katherine Edelman

"A Little Song of Life"-Lizette Woodworth Reese

"The Mail Goes Through"-Nancy Byrd Turner

"Beauty"-E. Yeh Shure

"A Patriotic Creed"—Edgar A. Guest

"Roadways"—John Masefield

"Western Wagons"-Rosemary and Stephen Vincent Benet

"O Captain, My Captain!"-Walt Whitman

JOHN WEBSTER SMITH

Wm. J. Gaynor J.H.S.

THE USE OF THE TAPE RECORDER IN HISTORY LESSONS

The problem of presenting the past vividly so that it will become vital, vibrant, and alive, challenges the imagination of the history teacher of our day. If we permit our students to miss the excitement, the poetry, and the drama of history, we deprive them of a truly deep and satisfying understanding of the magnificent pageant that is our heritage.

In this article the writes describes one of four tape-recorded lessons which he produced on the order and dimension of the popular television program entitled "You Are There." The purpose of this particular lesson was to convey, in one period, something of the character and the exploits of Napoleon. A moral judgment of Napoleon is suggested. The suggested moral judg-

ment was designed to become the starting point of the subsequent discussion.

RECORD OF NAPOLEON. The tape recording begins with music to suggest peace and rapport-Tschaikowsky's "Sleeping Beauty Waltz." After a minute of the music, it is purposely subdued to become the background for the teacher's voice as narrator. This voice describes Europe as of 1802—the brief year-long interlude of peace. Then, in the minute and a half allotted, the voice goes on to describe the coronation of Napoleon. On the ringing words "Long live Napoleon, Emperor of the French," a surging chord introduces a minute and a half of Meyerbeer's "Coronation March." The class is quick to catch the mood. The music recedes into the background and the narrator once again weaves the threads of history. The resumption of war is announced and tersely delineated in the story of Napoleon's preparations for the invasion of England. Then, with a momentary toning up of the music, the entry of Austria and the battles of Ulm and Austerlitz are mentioned. On the words "Austria capitulated and Napoleon entered Vienna as conquerer," the "Blue Danube" comes into the foreground and is played for a half minute. Suddenly, a more ominous note is sounded as the martial strains of Elgar's 2nd "Pomp and Circumstance" dominate the audio scene and then become the background to an account of Trafalgar. The 4th movement of Beethoven's 9th Symphony next sets the mood as an accounting is made of Jena, Friedland, and the conquest of Spain. The march just before the chorals in this symphony marvelously helped the students to feel Napoleon at the pinnacle of his strength, a crescendo in effect; the students hear next de Falla's "La Vida Breve" while the dubbed-in narration describes the awakening of Spanish nationalism and the Spanish uprising after May 2nd. No student can miss the spirit of Spain in this minute and a half of de Falla's music. Then all music ceases. The narrator's voice booms out a series of headlines: the Continental System, the Orders in Council, the Russian resentment, the preparation for war, the invasion. The music resumes. To be sure—Tschaikowsky's "1812 Overture." The narrator helps the students to trace the campaign, the surge of the momentary glory, the dread of the lingering gore. What better way to picture Napoleon as butcher than to allow that endless

^{*} An Anthology of Verse. Selected and Arranged for Choral Reading. Brown & Heltman. Row, Peterson and Co., White Plains, N. Y.

crescendo from the "1812 Overture" to color the scene. At this point, I have found it wise to drive home the grossness of Napoleon's ambition by writing on the blackboard, "Grand Army—600,000 men; survivors—100,000 men; dead—500,000." Starkness is best here.

A new mood is introduced by new background music, Beethoven's "Fifth Symphony," as an account of the Battle of Nations is rendered and the story of Napoleon's first abdication. The music continues alone, then recedes into the background as the narrator tells in headline form of the return of the emigres and the Bourbons, and then the blares—Napoleon. Swiftly, the music races on alone, then subsides as headlines describe Waterloo. The "Fifth Symphony" plays on as the narrator asks, "This was a great man. Was he also a good man?" The voices ceases. The music ceases. The tape recording is finished.

During the rendition of this recording the students had, of course, easy access to a large map of the Europe of 1810. In addition, it seemed to help them greatly for the teacher to draw lines on the map at the locale of the action then being described.

CHANGE OF PACE. Tape-recorded lessons have also been made by this writer on the Civil War, on a miner in the pits (for a lesson on the Industrial Revolution), and currently on the story of the unification of Germany. Each, I think, covers a topic essential, yet neglected, in the teacher's urgent need for time enough for lessons enough. They are succinct but not easily forgotten. It is probably redundant to mention that each of these lessons needs be made on the teacher's own tape unless a departmental cooperative effort can be entered into. In any event, the recordings can be used again and again and, in the process, revised and perfected.

One last word! The medium of tape recording represents a change of pace. It represents an opportunity to integrate music, and perhaps literature, with history. The student's attention is caught, if not completely, at least more fully. Pupils are eager to contribute to the subsequent discussion. In this use of recorded lessons, this experiment, I feel that though success was not completely won, it came very close.

CHARLES OLIVER McNulty

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New Dorp High School

TO SPRING

EARTH LIKE a lover waits impatiently For you to keep your promised rendezvous And satisfy in ritual benignity Our many fancies, though your days are few.

O green beatitude, is there no power To hold the world spring-garlanded for aye, At the fragrance of its enchanted hour, Immortal, since there is no death in May?

Still must you disenchant yourself at last
Despite the strongest web that hope can weave,
And take with all the poignant Aprils past
The lovely melancholy of your leave.

ANTHONY NAVARRA

Olinville Junior High School

SPREADING A GOOD THING

In the chairman's own shop class three boys were marking time in anticipation of their sixteenth birthday when they would be eligible to leave school for work. Despite all efforts of the teacher, they made it plain that they would not do any work in school.

After an incident to be described, these three changed their whole attitude, began to make up all the work they had neglected, and expressed their interest in continuing in school until graduation. What was the incident that brought this about?

A student who had been on a field trip to an industrial plant made an oral report on his experiences. On this trip the pupil had learned that the trained worker received higher pay and had better working conditions than those with little or no skill.

The incident above illustrates one outstanding value of field trips in general. However, the purpose of this article goes beyond this objective, and is concerned with a new approach to the conduct of field trips.

ORGANIZATION OF THE TRIP. A student is selected to go on the trip from each of the shop classes in the electrical department.

other associated routines relative to notifying teachers of other classes that the student is to be excused for his absence are

carried out.

A preliminary meeting of the pupils is conducted by the department chairman during which they are prepared for the trip by detailed instructions regarding proper dress and behavior. At this time an outline is cooperatively developed to guide the pupils' observations and to help them prepare their final written and oral reports on the outcomes of the trip.

On the day of the trip the chairman alone goes along as the

supervising teacher.

The chairman provides each teacher in the department with a series of questions for a lesson based on the field trip. During this lesson the class representative who went on the field trip serves as a resource person. This student reports orally and leads a discussion, answering pupils' questions.

ADMINISTRATIVE VALUES.

1. No disorganization of classes takes place since only one pupil from each class goes on the trip.

2. Each class shares vicariously in the experiences through the

report of its representative.

3. Teachers of classes other than shop are able to carry on their regular programs because no large group of students is out of any one class for the trip.

4. Since the chairman teaches a lesser number of periods than the regular teacher, it is necessary to distribute only the

chairman's classes for the day.

CURRICULAR VALUES. In the classroom procedures which follow the trip the opportunities exist for:

1. Experiences in oral expression.

2. Social interchange characterized by pupil questioning and pupil answering.

3. Written expression in the form of a report.

4. Development of pupil leadership.

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5. Appreciation of the world of work.

UNIT ON PYLE'S "MEN OF IRON"

6. Worth-while vocational guidance, experiences, and understanding.

IN BRIEF. The method described permits the sharing of values of field trips with a great number of pupils. It avoids the many program disruptions that usually accompany a field trip taken by a single class.

The lighter teaching load of the chairman, who is the trip supervisor, simplifies coverage. Enrichment of pupil experiences

and class activities is made possible.

HARRY ERENBURG

Samuel Gompers High School

UNIT ON PYLE'S "MEN OF IRON"*

AIMS

1. To experience the pleasure to be derived from an interesting, exciting tale of adventure.

2. To acquire a picture of the life and manners of the period.

3. To develop the power of understanding the aims, hopes, ambitions that motivate others.

ASSIGNMENT

Read Men of Iron rapidly for the purpose of enjoying a vivid, fast moving story.

CONTRACT A

Keeping in mind all you have learned about sentence and paragraph development, answer the following questions:

1. List the principal characters in the book.

2. Which three characters do you find the most interesting? Give your reasons.

3. Which two fights do you find the most exciting? Why?

4. Whom would you have chosen as a friend if you were Myles?

5. Compare Myles in three ways with boys you know.

6. Compare Myles' education with your own in at least three respects.

7. Which three grown-ups proved themselves benefactors of Myles?

8. Which two people in the novel do you dislike? Give your reasons.

9. Compare the two cousins, Lady Anne and Lady Alice, in appear-

10. Show how Lord Falworth was saved from death at the rack,

^{*} Currently on the screen as The Black Shield

11. Contrast Lady Alice with Miss Pratt in Seventeen, in three respects.

12. Give three reasons why Myles deserves the good fortune that he finally enjoys.

13. Would you have married Myles if you were Lady Alice? Give

your reasons.

CONTRACT B

Perform one of the following jobs:

1. Make a model of the castle of the Earl of Mackworth.

2. Make a drawing of the armory at Mackworth's home.

3. Make a sketch of the boys exercising at the pels as described on Pages 45 and 46.

4. Make a clay model of what you think the most interesting scene

in the book.

5. Make a plate of arms and armor worn during this period.

6. Dress two dolls to represent your two favorite characters in the novel when ready for battle.

7. Make a wood or soap sculpture of one of the characters in the

novel.

8. Construct a piece of armor such as was worn during this period.

CONTRACT C

Perform one of the following tasks:

1. Tell the story of each of the two most exciting scenes in the novel as you would narrate it to your younger brother.

2. Write the letter Myles might have written to his mother, telling

about his most interesting adventure.

3. Imagine Myles a grandfather telling his grandchildren tales of his exciting youth. Write out the story as Grandfather Myles might tell it.

4. Imagine yourself a fortune teller. What future would you see written in the palm of the hands of four of the characters, twenty-

five years after the novel ends?

5 Imagine yourself a Hollywood movie producer about to make a talkie of *Men of Iron*. Whom would you choose as your cast? Which scenes would you build your picture around?

6. Imagine yourself a scenario writer who has been assigned to write the dialogue for the most moving scene in the picture in question

5. Write out that dialogue.

7. Write out a list of twenty questions for an "Information Please" program based on the action and characters in the novel. Make your questions difficult enough to be intriguing!

8. Write the love letter Myles might have written to his lady love.
9. Write out the conversation that might have taken place between Lady Anne and Lady Alice as they sat at their needle work.

10. Imagine yourself a young relative of the author, Howard Pyle. Write a brief account of this versatile author and artist for an editor of Who's Who.

11. Write a sequel to the novel thirty-five years later. Try to emulate

the author's style as closely as possible.

ESTA E. MARWIT

William Howard Taft H. S.

A FOREIGN LANGUAGE FOR THE SLOW LEARNER

Last December an issue of the *Times Magazine* asserted: "Dunces are made, not born." The fact is that slow learners are born, but we don't want to make dunces of them. What are we going to do with them? There is no doubt that for slow learners language study is just as important as, if not more important than, applied mathematics, applied science, and the like. After all, isn't language the most necessary tool of mankind? However, if we expect to have formalized instruction in language study for slow learners, we might as well renounce our positions as educators.

Yet the study of languages provides exceptional opportunities for the slow learner if we adapt the curriculum to the class and the individual needs of the children. Let us review the fields of activities that we can pursue, bearing in mind the four-fold areas of language teaching, namely, reading, writing, speaking, and listening.

Practical Approaches

1. Dialogues are important, and those prepared by pupils under teacher guidance are most effective. Topics may be chosen by students, motivated by the events of the day, either out of school or in school. For example, during the World Series my class prepared meaningful dialogues included discussion of who won, who played, etc. The class was divided—Dodgers vs. Yankees.

Some time ago Dr. Huebener issued a very fine booklet entitled "Dialogues, Songs, and Projects for Pupils of Lower Linguistic Ability." At this time it might be appropriate to have a committee add to this excellent source material.

2. Innumerable ideas for projects come to mind, for instance, a food exhibit. Last term one of my French classes decided to make

crepe suzettes. The recipe was written and explained in French. The batter was prepared at home and brought to school in a chafing dish contributed by a parent, and the principal was invited to sample the finished project. Everything went along perfectly until the rum refused to ignite, much to the embarrassment of the teacher and pupils, but everyone enjoyed the experience and ate cold crepe suzettes.

In an Italian class, pizza could easily be made. In one of my evening classes this term, the students are planning to bring food of different regions of Italy to class to celebrate the end of the

- term.
- 3. Excursions, if adequately arranged, are always very instructive. They may include going to a museum or to the fairs held occasionally in New York City's department stores and other places. We attended an excellent fair last year, held by the Italian Business Association at the Grand Central Palace.
- 4. Last year an excellent film, *Passion for Life*, was being shown on Broadway. It was highly recommended and proved to be a very worth-while experience. This term we have *The Little World of Don Camillo*, being shown in Italian and French, a very humorous and worth-while picture, to which I am planning to take my classes.
- 5. Last month I took an Italian class to see the opera La Boheme. This, too, was enjoyed by all, serving as motivation and enrichment. Not all students can understand it, but at least all can learn what an opera is like. A point of interest is that the Amato Opera Company is a workshop for talented and operatic students, giving them a chance to be heard. It offers an opportunity for all to hear opera since there is no charge for the tickets. A contribution is solicited at the end of the performance, and the students may give what they care to. Later in class, as a follow-up, students may write a short simple composition, preferably under teacher supervision.
- 6. Dramatization of short stories and passages is a very effective form of classroom exercise. Some of the pupils will enjoy dramatizing stories and presenting them to others, thereby combining language facility with creative expression.

- 7. We all know how children love comics. Why not use comics of foreign language newspapers?
- 8. There are many Italian programs on radio and TV that can be used for motivation in class work and homework assignments. For instance, recently on television there appeared the excellent film The Titan, depicting the life and the work of Michelangelo.

Station WNYC has been offering a French radio series every Friday to enrich the curriculum. Through a variety of programs, it aims to integrate French civilization with American living. These programs are very worth-while experiences and should be utilized by all teachers.

- 9. Recordings should be made when children do something fairly well. They serve as excellent motivation and stimulate all to improve their pronunciation. Today in many schools we are making recordings in foreign languages to be rebroadcast to various countries. This is a most worth-while and enjoyable experience since children love to hear themselves speak in a foreign language. They criticize themselves and each other as the recording is played back. (Our own recordings are sent to Belgium.)
- 10. Some excellent films may be obtained from a variety of sources. The teacher's own films also are always very stimulating.
- events. Recently one of my pupils brought in an article from the New York Times entitled "Era of Angouleme Is Revived for City." The article dealt with the rededication at the Battery of the statue of the Florentine-born navigator, Verrazzano. This could have been used in a French as well as in an Italian class.
- 12. In our school neighborhood we can visit such places as Meucci Square and Italian stores. Visits are helpful because they tie the school subjects in with familiar scenes in the child's home community.
- 13. The use of conversations is a teaching device which has many possibilities and provides much opportunity for variety. Again, pupil participation must be guided by the teacher. Topics may be introduced, such as health, time, places, making purchases, greetings, introductions, weather, food, beverages, amusements,

subway stations, renting an apartment, dining in a restaurant. favorite radio programs, visiting a friend, and going on a trip.

Trying a new type of assignment, I asked each child to learn how to say in French his father's position or occupation. This assignment was short, but everyone was interested, and everyone brought in a slip of paper with the French equivalent of the English for his father's occupation. Of course, many laughs resulted because some of the children gave their fathers new positions. Later we listed them on the board and found we had learned quite a few names of trades and professions, from doctor to undertaker.

Another day a child wanted to know about animals. We listed the names and had an interesting conversation about dogs. This

was followed by a short composition.

14. Memorizing a few proverbs, short poems, and songs is advisable.

15. I have found that one of the most effective techniques for vitalizing language instruction is the use of songs. Through a song we catch the manner of speech, wit and humor, dreams and aspirations, nonsense, jollity, and pathos of a people. All we have to say is, "Let's sing a song," and immediately the class is alert

and responsive.

In a reading lesson we may come across the word "mobile." I ask what famous aria the word suggests. Naturally, in a slow class few would know, but there may be some child who is a music lover. If no one knows, I tell them about it. I tell them about "La Donna E Mobile." We then trace the connection between the "donna" and "mobile." The students give the different meanings of the word "mobile," such as movable, changeable, fickle. Then, if the teacher doesn't possess a voice, the old reliable phonograph may come to the rescue. The record of "La Donna E Mobile" is played. The words are written on the board or distributed in mimeographed form. The teacher reads the selection aloud with expression; then the students repeat it in unison. Difficult words are explained, thus making them more meaningful for having been presented through a song or a humorous sentence. A few questions are asked, the answers to which require the use of the exact words of the song, such as, "Come è la donna?" "La donna è mobile." Then we all join in the singing with the help of records. After that, the class sings alone, without the teacher's aid. Next we discuss the opera from which the song or aria comes, thereby bringing in the country's culture.

Thus we see that the song in a language class has many worthwhile values. It is a source of pleasure not only for the time being, but for years to come.

16. Dances can also be very good, particularly in preparation for an assembly program.

17. In the New York Times Magazine of December 17, 1950, an article about Sam Levenson, the folk humorist from Brooklyn, tells us that when he was a teacher of Spanish he used the lyrics of a popular rhumba as a means of teaching vocabulary.

Vocabulary words taught through song become more meaningful to the students, and, of course, what better way is there to

teach pronunication than through song?

You know how hard it is to teach vocabulary as such. The traditional instructor insisted upon the students' writing the new vocabulary three times in the language, once in English. Today, we ask children to illustrate vocabulary. They may either make original drawings, or keep scrapbooks of cut-outs or clippings. Picture dictionaries and charts made by the class as a whole are also very effective.

18. We decorate the room with many pictures which can be used as a basis for cultural lessons on art.

In my room, besides the various posters and projects I have two blackboards illustrated by two student artists-incidentally, slow learners. In fact, these two children hated French and now have become two of my best students because they have a feeling of importance and belongingness. They draw various scenes depicting holidays of the months. We change the scene very month.

In October we have a Hallowe'en scene. The vocabulary is printed on the board. We learn such words as Hallowe'en, pumpkin, witch, broom, cat, chestnuts. In November we have a Thanksgiving scene. We learn the words for turkey, cranberry sauce, pumpkin pie. In December, naturally, we have a Christmas scene. Thus we learn Merry Christmas, Happy New Year, Santa Claus. In January it's a snow scene accompanied by a short conversation on winter sports, ice-skating, skiing, etc.

In February we have a St. Valentine's day scene. Incidentally, I usually introduce the first conjugation to my slow learners at this time, and there is nothing slow about these children when it comes to learning "amare," to love. They learn quickly how to say, "Io amo," "Noi amiamo." It is often said that when children see a need to learn they do so readily; thus, in such a lesson, no further motivation is needed.

We have a large heart with the conjugation of "amare" and they love it. They may not call it a conjugation, but I assure you they will have no trouble in learning the verb. And what better way is there for teaching the direct object pronoun—io t'amo, io vi amo? Do you know of a more direct way of teaching the position of the object pronoun effectively?

In March and April we have an Easter scene-Happy Easter,

eggs, baskets, rabbits, chicks.

In May, we have a birthday scene—since it happens to be the school's anniversary. We learn how to say "Happy Birthday," "birthday cake," "I am 14 years old," "How old are you?"

In June we have a vacation scene, with such words as mountains,

park, beach, country, rowing, swimming.

19. From time to time we can also utilize the different drives we have in the schools, such as the Red Cross, the March of Dimes, the Cancer Fund. We learn how to say: "give," "money," "donation," "help," "thank you," "please contribute or help us," "give

Last year we sent packages to different orphanages in Italy and France. We divided the class into committees, and each committee had certain responsibilities. The packages also involved letterwriting under teacher supervision.

- 20. Letters are written to sick friends in class. Children find them very amusing. Further, they should be encouraged to correspond with teen-agers in other lands.
- 21. In the elementary school teachers are encouraged to have logs containing a resume of the day's work. I usually have this done toward the end of the period. Children give me simple sentences, and I write them on the board. For example, one week Tommy was sent for by the principal. We were writing a short log on Thanksgiving. We also mentioned that poor Tommy was

iust as unhappy as the poor turkey. Everyone was amused, including Tommy, who resolved not to get into any more difficulty. Then the log was used as a reading lesson.

TO DO SOMETHING CONSTRUCTIVE. As the world grows smaller, knowledge of other people and the ability to further mutual understanding through verbal exchange becomes more and more important. Language study brings the world to the classroom and takes the class out into the world. Our slow pupils in particular need many simple, first-hand contacts with foreign

languages and cultures.

Thus, the language teachers of today are presented with a challenge. It is our responsibility not only to give every student, including the slow learner, the opportunity to study a foreign language, but also to "sell" the idea of language study to all students and to arouse in them the desire to study a foreign language. Let us stop complaining about the decline in the language class registration and do something constructive.

JOSEPHINE M. PACINI

Seth Low Junior High School

THE STUDENT'S OWN SHAKESPEARE

- 1. His mother gets him off to school: I am gone forever. (Exit, pursued by a bear.) The Winter's Tale, III,3
- 2. He lives for the lunch period: I am weak with toil, yet strong in appetite. Cymbeline, III,6
- 3. He fears 3:00 o'clock will never come: O make an end of what I have begun. . . . Let him that loves me strike me dead. Antony and Cleopatra, IV,14
- 4. He decides not to do his homework: Refrain tonight, And that shall lend a kind of easiness To the next abstinence. Hamlet, III,4

Book Reviews

EDUCATIONAL WASTELANDS. By Arthur Bestor. University of Illinois Press, 1953.

QUACKERY IN THE PUBLIC SCHOOLS. By Albert Lynd. Little, Brown & Company, 1953.

The reawakening of interest in our public schools has been accompanied by an ever-increasing number of books, radio forums, newspaper articles, and debates. Some fringe groups and assorted fanatics have used the occasion to try to discredit, if not to destroy, our system of free public education. Some newspapers have attempted to build circulation on the basis of sensation and distorted descriptions of current school conditions and practices. On the other hand, serious critics like Professor Arthur Bestor and Mr. Albert Lynd, both of them ardently devoted to the American public school system, have written scholarly, penetrating analyses of present-day curricular offerings; and they have provided concrete suggestions to remedy what they consider to be the principal defects of our

current school program.

Professor Bestor's thesis is best expressed by the title of his book. Educational Wastelands-The Retreat From Learning in Our Public Schools. His opinions are not new, but they are presented cogently, often in an impassioned manner. Professor Bestor believes that during the last 25 years, the schools have de-emphasized the basic intellectual disciplines and that they have thereby neglected to cultivate in our students the ability to think painstakingly with originality and imagination. Concentrated and serious training in the fundamental subjects, such as mathematics, science, the languages, history, and English, has either disappeared or has been watered down so as to bear little or no resemblance to the original disciplines, and in its place has come a vague emphasis on "life adjustment" which he refers to as "a parody of education." The decline of the liberal arts program has been accompanied by a deterioration in the quality of instruction, a corruption in the standards of American education, and a devaluation and lack of faith in the importance of intellectual training.

His position is well summarized in the following paragraph:

The economic, political, and spiritual health of a democratic state depends upon how successful its educational system keeps pace with the increasingly heavy intellectual demands of modern life. Our civilization requires of every man and woman a variety of complex skills which rest upon the ability to read, write, and calculate, and upon sound knowledge of science, history, economics, philosophy, and other fundamental disciplines. These forms of knowledge are not a mere preparation for more advanced study. They are invaluable in their own right. The student

bound for college must have them, of course. But so must the high school student who does not intend to enter college. Indeed, his is the graver loss if the high school fails to give adequate training in these fundamental ways of thinking, for he can scarcely hope to acquire thereafter intellectual skills of which he has been defrauded.

Instead, the high school offers a program of "life adjustment," which Professor Bestor considers to be a type of education that "merely provides decorous amusements to while away the time of young men and women not yet ready to engage in the serious work of the world," a type of education in which students discuss such trivia as "how the last war affected the dating pattern in our culture" or "a democratic solution of the traffic

problem."

Albert Lynd, in his Quackery in the Public Schools, makes very much the same point, albeit more pointedly and less elegantly, when he states: "The bare intellectual backsides of many public school children have been remarked by parents, employers, and college instructors. Their complaint is that, while neo-pedagogues palaver more and more about the 'real needs' of youngsters, the pupils are learning less and less about the arts of word and number, the history and the literature, the science and the esthetics, and the rest of the painfully accumulated culture of this harassed civilization." He then derides the contention that the modern "activity" program for the schools, which may include anything from the care of pets to the rites of hair-dressing, is more related to the living problems of children than the traditional subjects, or that "by some legerdemain of modern Educationism, the youngsters are getting the 'essential' learnings of the older curriculum by devoting less time and less direct attention to it."

Both authors criticize mercilessly the architects of the new education, the professors of education, who, they claim, are responsible for this retreat from learning, for the elimination of all intellectual and cultural content from the schools, and for the introduction of nonsense and trivia which must ultimately lead to an intellectually impoverished citizenry incapable of sound, disciplined, reflective, imaginative thinking. Lynd, in one of his more moderate passages, says, "The most serious question about the change in our schools has to do with the competence of those who are managing the change. It is demonstrable from their own works that many enthusiasts of the New Education are themselves half educated. . . On evidence of much of their written lore, many neo-pedagogical zealots are remarkably unacquainted with the elements of that 'formal' education from which they propose to free our youngsters."

Professor Bestor, in a more scholarly and measured manner, firmly contends that professional educationists in the schools and colleges, despite the possession of advanced degrees, have rarely been educated as scholars; and neither by training nor by occupation are they prepared to judge the kinds of intellectual skills that are necessary to maintain the scientific, technological, and professional progress of the nation. He maintains that developing a balanced and adequate curriculum is a cooperative enterprise

in which the wisdom and experience of many men must be enlisted, "It proposes a clear recognition of the role which each of the various intellectual skills must play in preserving the intellectual, the civic, and the practical life of the nation. It calls for an insight into the ways of thinking in more fields than a single individual can hope to encompass. It is, in short, a task which belongs to the learned world as a whole, not to any particular segment of it." Educators, to be sure, also have a contribution to make concerning the methods of instruction; but they have never received a public mandate from the communities to which the schools belong to tamper with the content of the curriculum as they are presently doing.

Both books devote considerable space to a general criticism of schools of education. Perhaps the most devastating part of Lynd's book consists of two chapters entitled "The Scramble for Semester Hours" and "Box Office Courses." For anyone who has attended a school of education, and

who of us has not, these chapters are "must" reading.

Yet, despite the cogency and sincerity of their arguments and the deepseated concern of both men for our schools, it is doubtful whether the books will in any way affect current trends in curriculum development or influence many classroom high school teachers. For in Professor Bestor's ivory tower, the slow learner and the apathetic learner just do not exist. In all 226 pages of his book, there is one reference to "those of lower mental ability" and one reference to "those completely beyond intellectual salvation." He has, in effect, abolished the normal curve of abilities and replaced it with a negatively skewed one of his own.

Lynd is hardly more cognizant of the same problem; a brief remark here and there serves to dismiss the stark fact that 75% of our youth 14-17 years of age were enrolled in high school in 1950 compared with 32% in 1920 and 7% in 1890. Since both men are unwilling to acknowledge the change in the nature and diversity of our high school population in the last 60 years, it is a simple matter to insist that the type of education

that served so well in 1890 will also be suitable in the 1950's.

It is certainly unjustified to label as perverse and incompetent those educators who have attempted to adjust the curriculum to the varying abilities and needs of their students. Without doubt, the community as a whole should contribute to the development of its curricula, but it is the teaching staff which first comes into contact with the multitude of students who, because of insufficient ability or interest, fail the traditional subjectcentered courses and leave school as soon as the law permits. Even today, while catering to a relatively select body of academic students, the rate of failure in these subject-centered courses in the New York City high schools is discouragingly high. To carry out Professor Bestor's suggestions literally would depopulate the high schools in no time.

This is not necessarily to admit the efficacy of life adjustment programs or the core curriculum as the answer to the problem; but they do at least recognize, as Messrs. Bestor and Lynd do not, the factor of individual differences and a range of I.Q.'s in our schools from the low 60's to 170 and up. The most charitable thing to be said for these gentlemen, both BOOKS_ of whom have taught history at our leading universities, is that they have never taught, and perhaps fortunately so, a class of general students in

one of our high schools.

In addition, both authors blithely disregard the findings of modern educational psychology concerning the existence and extent of the transfer of training, the disciplinary value of subject matter, general mind training, and so on. The following quotation from the Encyclopedia of Educational Research (page 1488) is specially pertinent in this respect:

To argue for teaching geometry, Latin or philosophy because it "develops the mind, increases the understanding of common problems of modern and ancient civilization" or "strengthens the control of reason over emotion" is to ignore an indisputable body of evidence. To examine the likelihood of transfer, one must question not what school subject is offered, but what responses the pupil learns . . .

There is no superior subject matter for transfer; there are only superior learning experiences. No doubt under skilled teaching educational psychology, art, or cooking can be made the vehicle for developing reasoning, a sense of values, or superior study

babits.

Mere hard work will just not ensure automatic transfer; neither will

traditional subjects.

Additional criticisms can be made of these books on psychological and historical grounds but space does not permit. Both books, however, are very much worth-while and should be read by all teachers. They will serve to stimulate and to provoke thinking in an area which needs the best from all those concerned with education today.

JORDAN HALE

Girls High School

FROM THE DEVIL'S DICTIONARY

Admiration, n. Our polite recognition of another's resemblance to ourselves.

Calumnus, n. A graduate of the School for Scandal.

Discussion, n. A method of confirming others in their errors.

Erudition, n. Dust shaken out of a book into an empty skull. Future, n. That period of time in which our affairs prosper, our

friends are true, and our happiness is assured.

Plagiarism, n. A literary coincidence compounded of a discredit-

able priority and an honorable subsequence.

Table d'Hôte, n. A caterer's thrifty concession to the universal passion for irresponsibility. -Ambrose Bierce

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